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ABSTRACT

Included in the report are an overview of federal assistance to special education, graphs indicating percentages of handicapped children who have been served (broken down by type of handicap and by state), and program expenditures listed according to types served and services provided. Also discussed are the benefits of individual instruction, training programs for personnel, and program achievements with statements from 14 states concerning their programs. Public Law 89-313 is reviewed by types of handicapped children, length of program, the total expenditure by type, expenditure by type of service, objectives in organization and instructional areas, and allocations to state agencies. Also outlined is a review of Title IV-A by type of handicap, geographical area, length of program, expenditures by types of service and types of handicaps, by total school district, and by total expenditures for projects and state administration. Graphs and charts are provided throughout. (JM)

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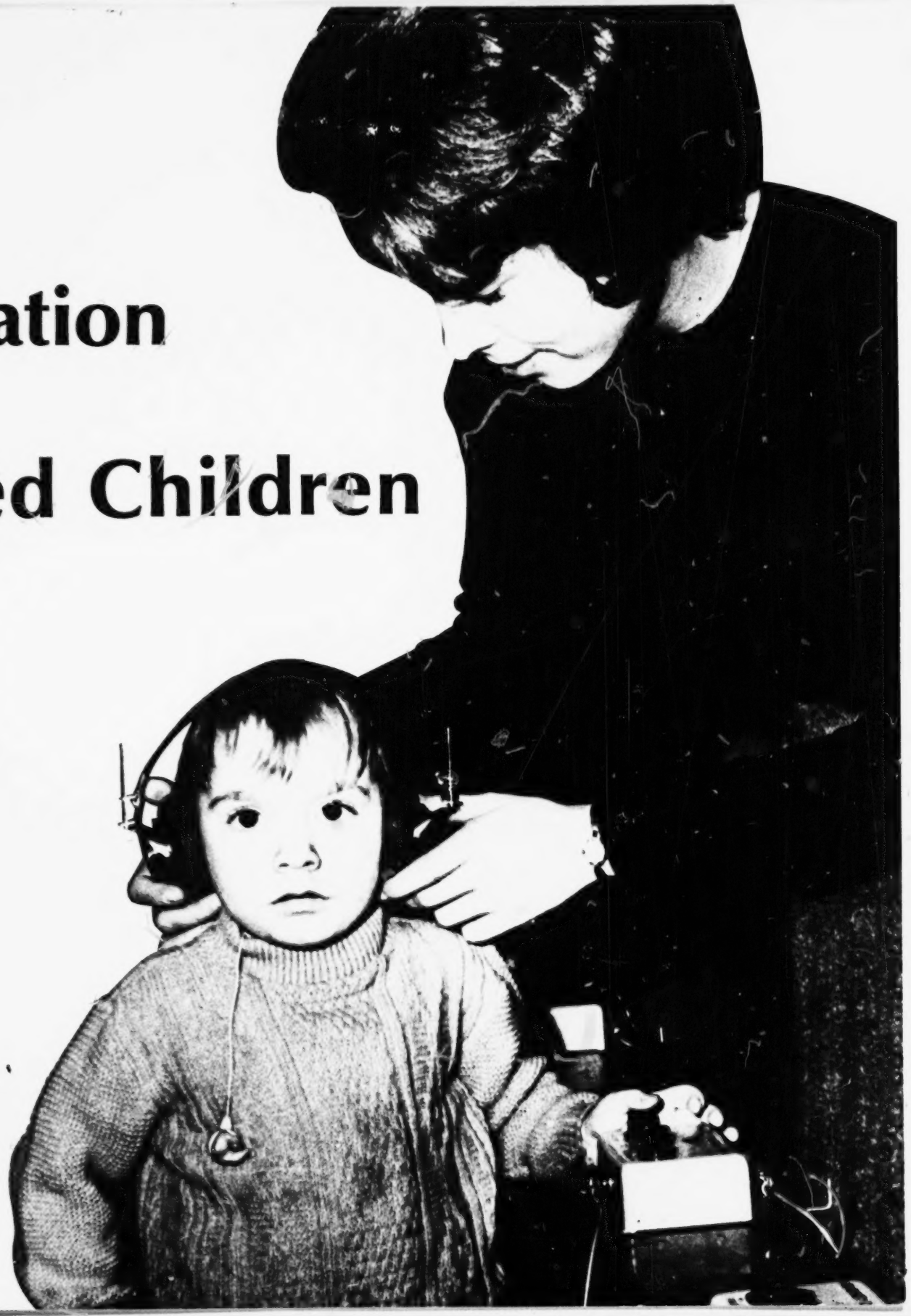
Better Education for Handicapped Children

Annual Report Fiscal Year 1968



Aid to State and local schools,
Public Law 89-313 Amendment to Title I,
Elementary and Secondary Education Act
and Title VI-A,
Elementary and Secondary Education Act

Office of Education
Bureau of Education for the Handicapped
June 1969

LEGISLATIVE DEFINITION OF CATEGORIES OF HANDICAPPED CHILDREN
UNDER PUBLIC LAW 89-313 AND TITLE VI-A, ELEMENTARY AND SECONDARY EDUCATION ACT

"MENTALLY RETARDED, HARD OF HEARING, DEAF, SPEECH IMPAIRED, VISUALLY HANDICAPPED, SERIOUSLY EMOTIONALLY DISTURBED, CRIPPLED, OR OTHER HEALTH IMPAIRED1/ CHILDREN WHO BY REASON THEREOF REQUIRE SPECIAL EDUCATION."

1/ Includes learning disabilities, multiple handicapped and chronic medical problems.

ED035137

Annual Report FY 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Better Education for Handicapped Children

Aid to State and local schools, Public Law 89-313 Amendment to Title I, Elementary and Secondary Education Act and Title VI-A, Elementary and Secondary Education Act

U.S. Department of Health, Education, and Welfare
Office of Education

Robert H. Finch, Secretary
James E. Allen, Jr. Assistant Secretary and Commissioner of Education

Bureau of Education for the Handicapped
James J. Gallagher, Associate Commissioner

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FOREWORD

The Bureau of Education for the Handicapped is pleased to present this Annual Report of Federal aid to State and local education programs for handicapped children for the school year 1967-1968. These programs have been made possible because of funds provided under Public Law 89-313, amendment to Title I, Elementary and Secondary Education Act, and Title VI-A of the same Act.

Information in this report is based on end-of-the-year statistical and evaluation reports for fiscal year 1968, submitted by the 50 States and the District of Columbia.

It is our hope that this publication will be helpful in informing teachers, administrators, parents, counselors, therapists, and other interested persons as to the purposes of these Federal programs, and that it will provide an insight into how some of the State and local education agencies used funds under Public Law 89-313 and Title VI-A of the Elementary and Secondary Education Act to provide better educational opportunities for handicapped children. Further, it is our hope that this document will stimulate even greater improvement in instructional services made available to handicapped children throughout the Nation.

James J. Gallagher
Associate Commissioner
Bureau of Education
for the Handicapped

AN OVERVIEW

American education has traditionally been committed to the ideal of having every child achieve the maximum of his potential. Yet, the attainment of this ideal has often fallen short of its goal. However, during the past decade the Nation began to do more than ever before to make this ideal reach fruition. It has accepted the challenge to begin a program of education to insure every American child the fullest development of mind and skills. With this dedication to the belief in the inherent worth of each individual, education began to take on a new dimension. This is evident in the recent efforts to develop more effective educational methods designed to meet individual needs.

Current trends in education have brought new hope to the Nation's school children, and especially to those with handicapping conditions. As the Nation becomes more aware of and responsive to their abilities, handicapped children are beginning to recognize their varied potentialities, and to develop their capabilities to function as contributing citizens in society.

In the passing of the Elementary and Secondary Education Act of 1965, the Nation made its most comprehensive effort to fulfill its responsibility of providing the best education for each child. However, the provision of special services for handicapped children was not left to chance. To insure that they would receive a fair share of educational opportunities, Congress amended the Act in their behalf.

Two of the most significant additions to the ESEA which enable States to request Federal assistance for special education and related programs for handicapped children are:

- Public Law 89-313, Amendment to Title of the Elementary and Secondary Education Act which provides funds to strengthen State-operated or -supported programs for handicapped children, and

- Title VI-A of the Elementary and Secondary Education Act which authorizes funds to States to assist in the extension and improvement of local public and private schools for the education of handicapped children.

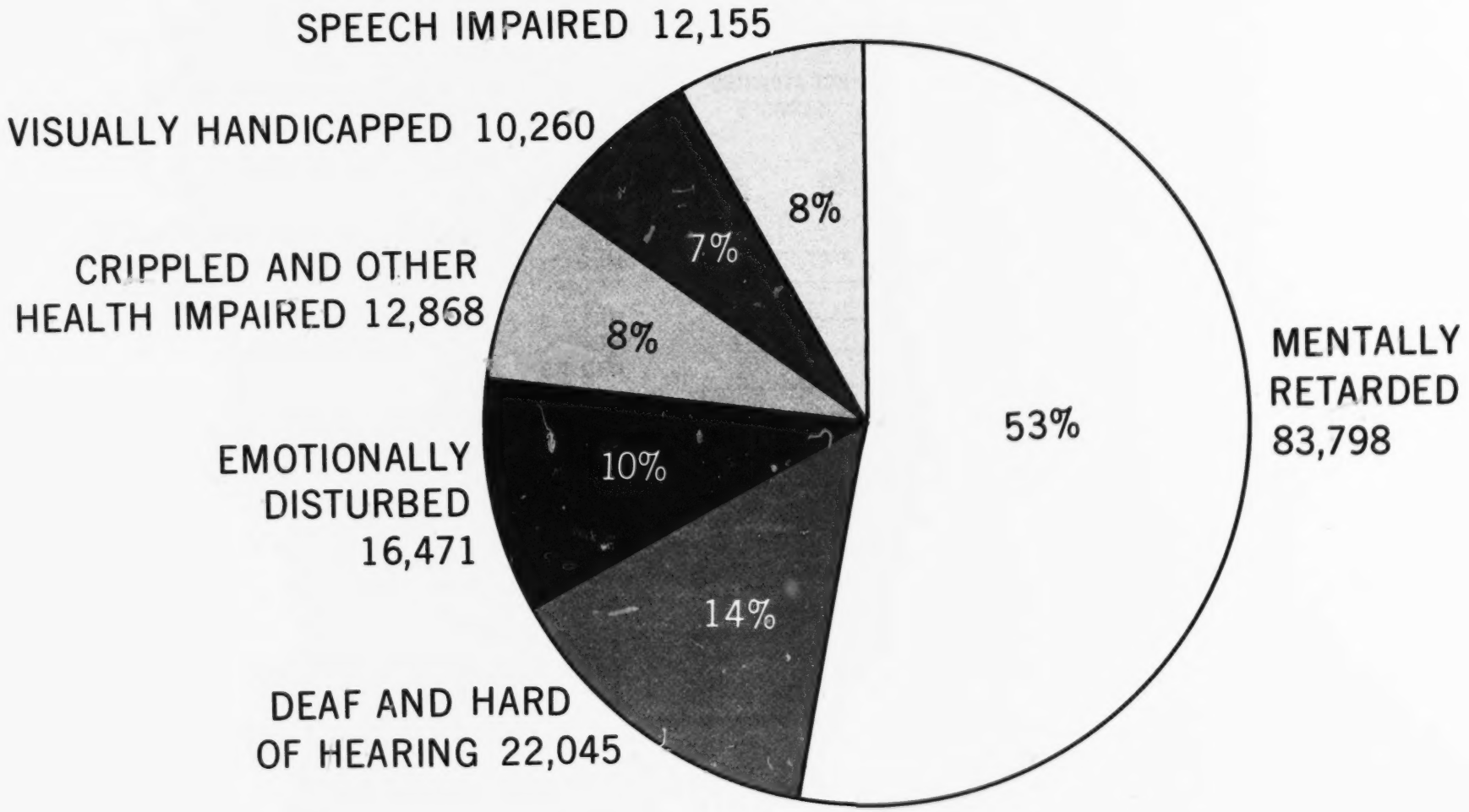
As a result of the legislative provisions of Public Law 89-313, Amendment to Title I, and Title VI-A, special educators now have the chance to provide better educational opportunities for these children- -a new hope for their future- -and an increased assurance of a place in the mainstream of our society. These Federal aid programs are helping fulfill the American commitment to provide every child with as much education as he or she has the ability to utilize for his sake and for the sake of the Nation.

HANDICAPPED CHILDREN SERVED

During fiscal year 1968, Public Law 89-313 and Title VI-A funds provided improved diagnostic services, new techniques of teaching, specialized curriculum and equipment, and better qualified professionals and paraprofessionals to serve approximately 160,000 handicapped children.

The 50 States and the District of Columbia reported that many of the handicapped children participating in Public Law 89-313 and Title VI-A projects would not have otherwise received any special services.

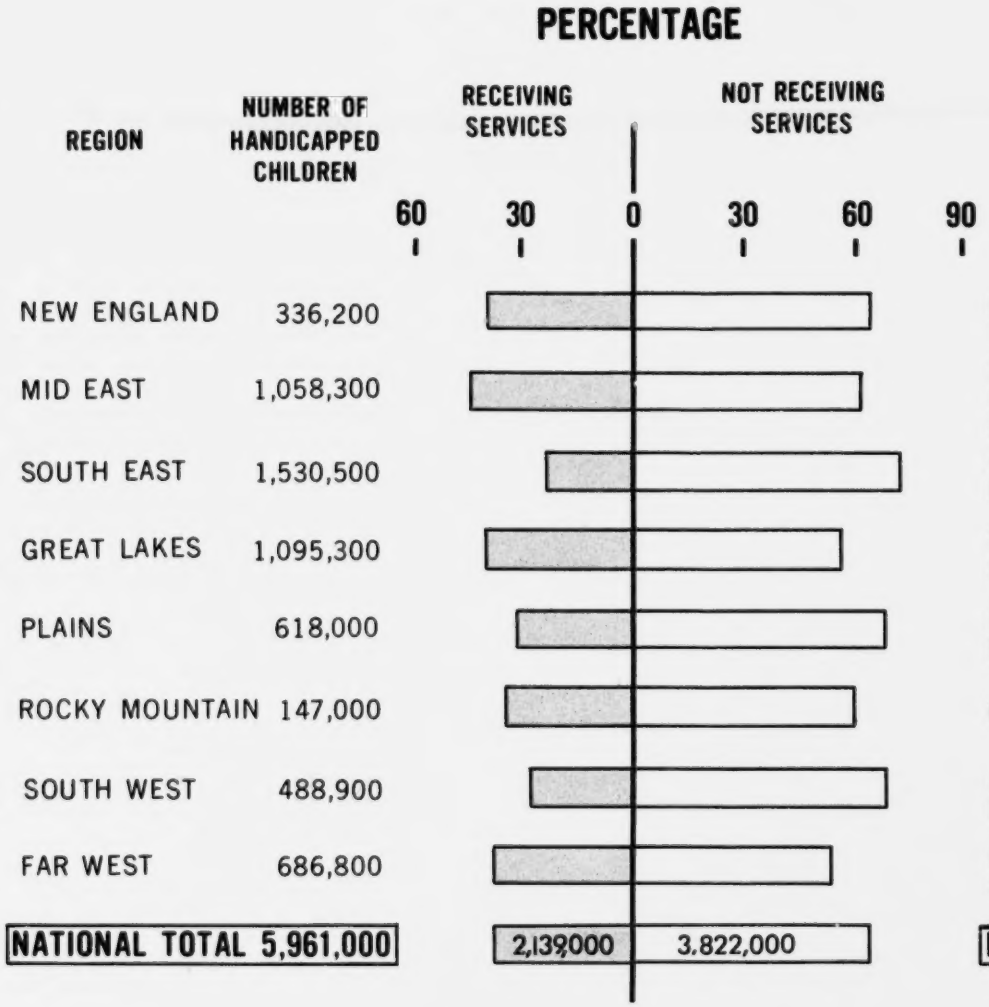
HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS FUNDED UNDER PUBLIC LAW 89-313 AND TITLE VI-A, ESEA FISCAL YEAR 1968



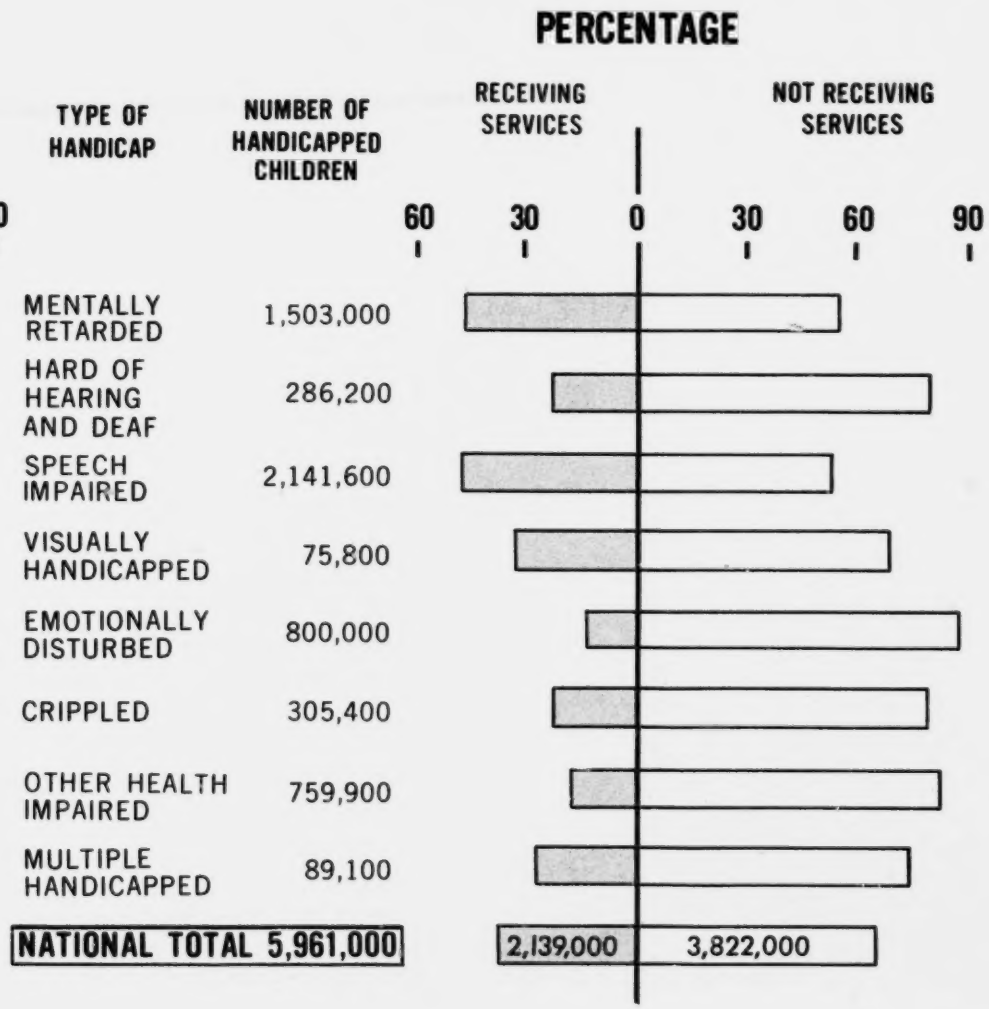
TOTAL CHILDREN SERVED: 157,597

HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING SPECIAL EDUCATION SERVICES

BY REGION — FISCAL YEAR 1968

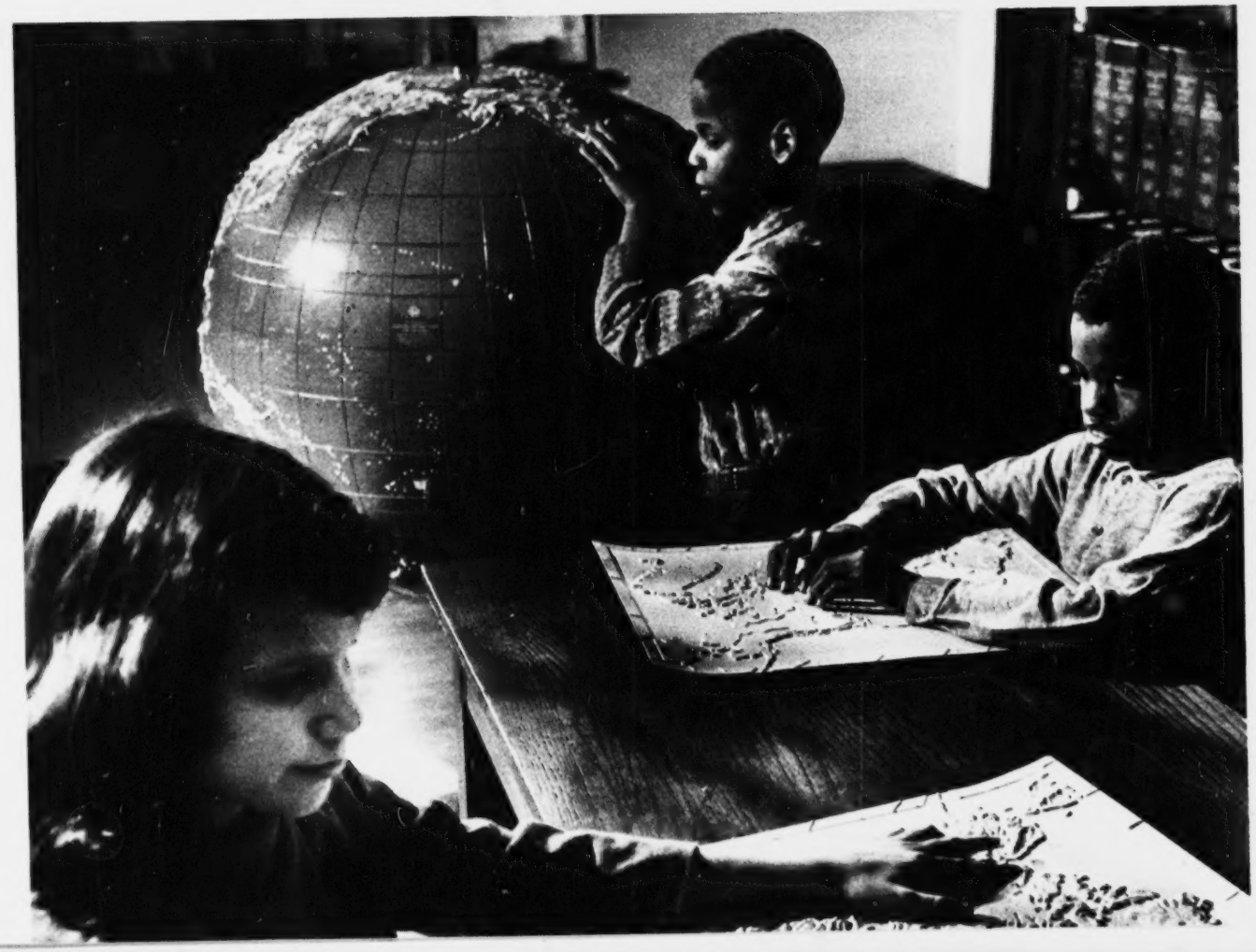


BY HANDICAP — FISCAL YEAR 1968



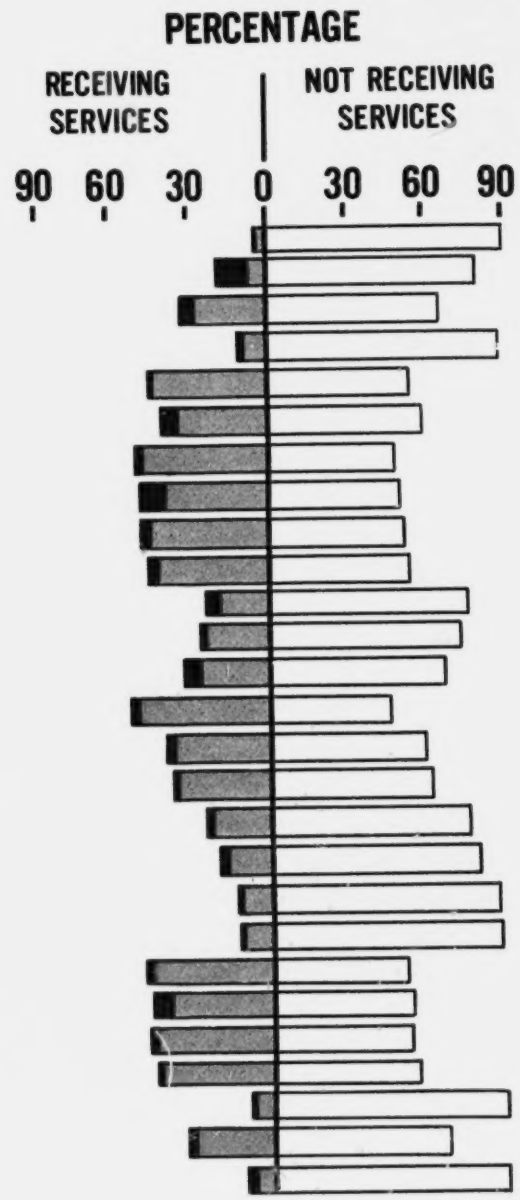
(NOTE: In addition to the 4,675 local school districts, 608 Non-public schools participated in Title VI-A programs and projects.)

ONLY 36%
of the Nation's
HANDICAPPED
CHILDREN
needing
educational services
ARE PRESENTLY
BEING SERVED!



HANDICAPPED CHILDREN RECEIVING AND NOT RECEIVING

STATE	HANDICAPPED CHILDREN
ALABAMA	189,059
ALASKA	5,081
ARIZONA	30,650
ARKANSAS	81,404
CALIFORNIA	528,257
COLORADO	61,349
CONNECTICUT	83,132
DELAWARE	9,972
DIST OF COL	30,641
FLORIDA	133,422
GEORGIA	128,303
HAWAII	23,294
IDAHO	14,292
ILLINOIS	260,115
INDIANA	141,308
IOWA	152,790
KANSAS	95,592
KENTUCKY	77,377
LOUISIANA	272,706
MAINE	41,888
MARYLAND	111,201
MASSACHUSETTS	136,507
MICHIGAN	273,006
MINNESOTA	109,890
MISSISSIPPI	105,219
MISSOURI	151,215
MONTANA	22,736

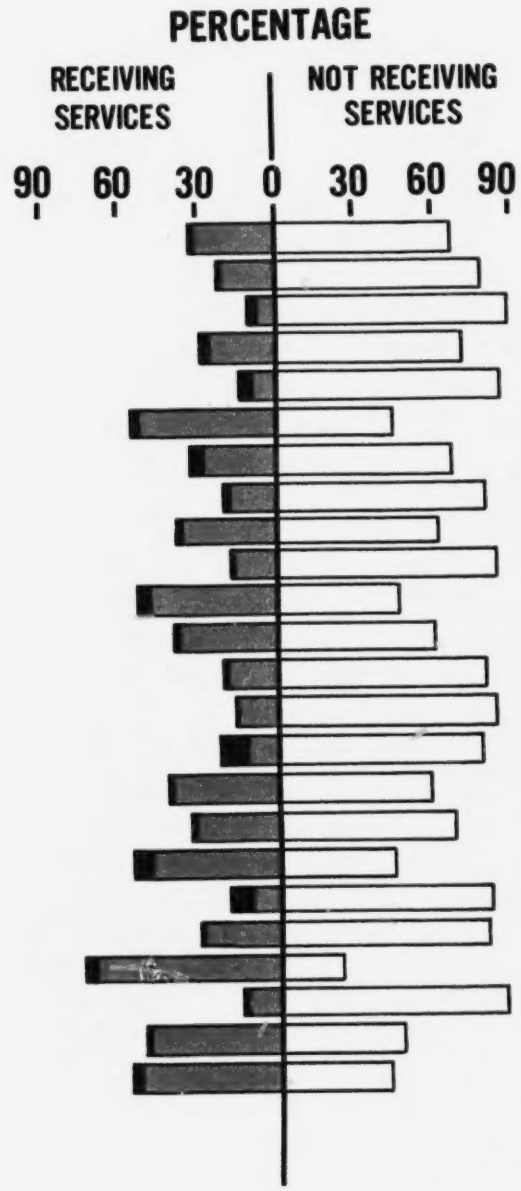


NOTE: In October 1967 there were 57,822,000 individuals, ages 5 through 19, living in the United States (excluding military and institutional persons).

SPECIAL EDUCATION SERVICES BY STATE — FISCAL YEAR 1968

STATE	HANDICAPPED CHILDREN
NEBRASKA	51,818
NEVADA	12,614
NEW HAMPSHIRE	18,776
NEW JERSEY	188,330
NEW MEXICO	32,620
NEW YORK	357,102
NORTH CAROLINA	158,989
NORTH DAKOTA	38,660
OHIO	283,885
OKLAHOMA	88,044
OREGON	37,864
PENNSYLVANIA	360,974
RHODE ISLAND	45,010
SOUTH CAROLINA	128,487
SOUTH DAKOTA	17,988
TENNESSEE	88,213
TEXAS	338,605
UTAH	39,641
VERMONT	10,909
VIRGINIA	111,340
WASHINGTON	79,559
WEST VIRGINIA	55,957
WISCONSIN	136,468
WYOMING	9,009

NATIONAL TOTAL 5,961,268



HANDICAPPED CHILDREN SERVED UNDER PL 89-313 AND TITLE VI-A FUNDS

HANDICAPPED CHILDREN SERVED WITH STATE AND LOCAL FUNDS

As reported in 1967 - 1968 Title VI-A, ESEA Statewide Annual Reports on Special Education Programs

PROGRAM EXPENDITURES

There are very few restrictions upon the utilization of the funds provided under these Federal grant programs. Therefore, State and local education agencies are able to provide a wide variety of programs and services to meet the special educational needs of the handicapped children they serve.

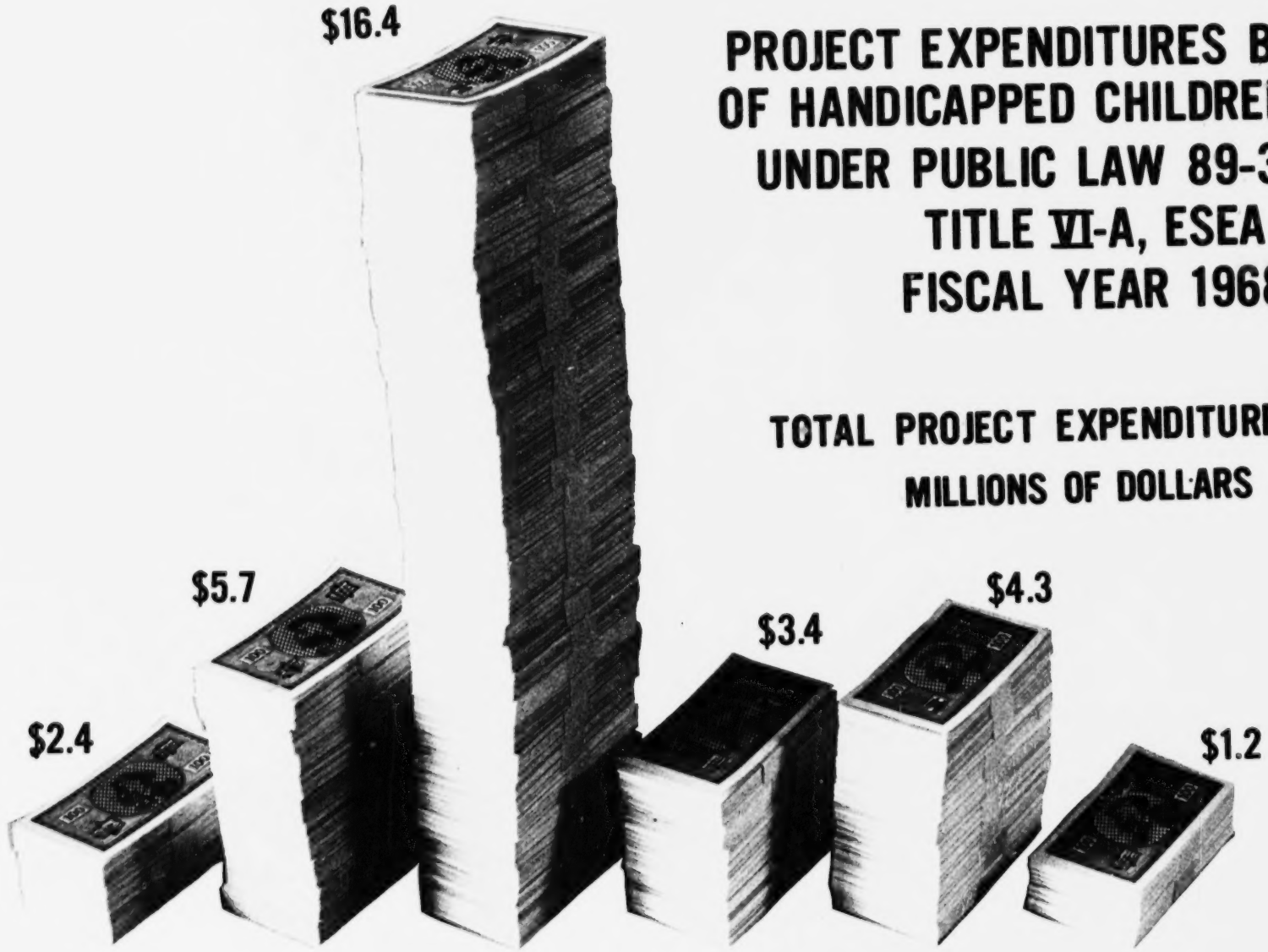
Nearly $33.5 million was expended to initiate and expand educational programs and related services under Public Law 89-313 and Title VI-A. In addition, almost $761,000 was expended under Title VI-A for State administration and leadership activites.

Instructional services - supervision, instruction, and equipment - equalled 86% of all project expenditures under Public Law 89-313 and Title VI-A.

PROJECT EXPENDITURES BY TYPES OF HANDICAPPED CHILDREN SERVED UNDER PUBLIC LAW 89-313 AND TITLE VI-A, ESEA FISCAL YEAR 1968

TOTAL PROJECT EXPENDITURES: $33.4

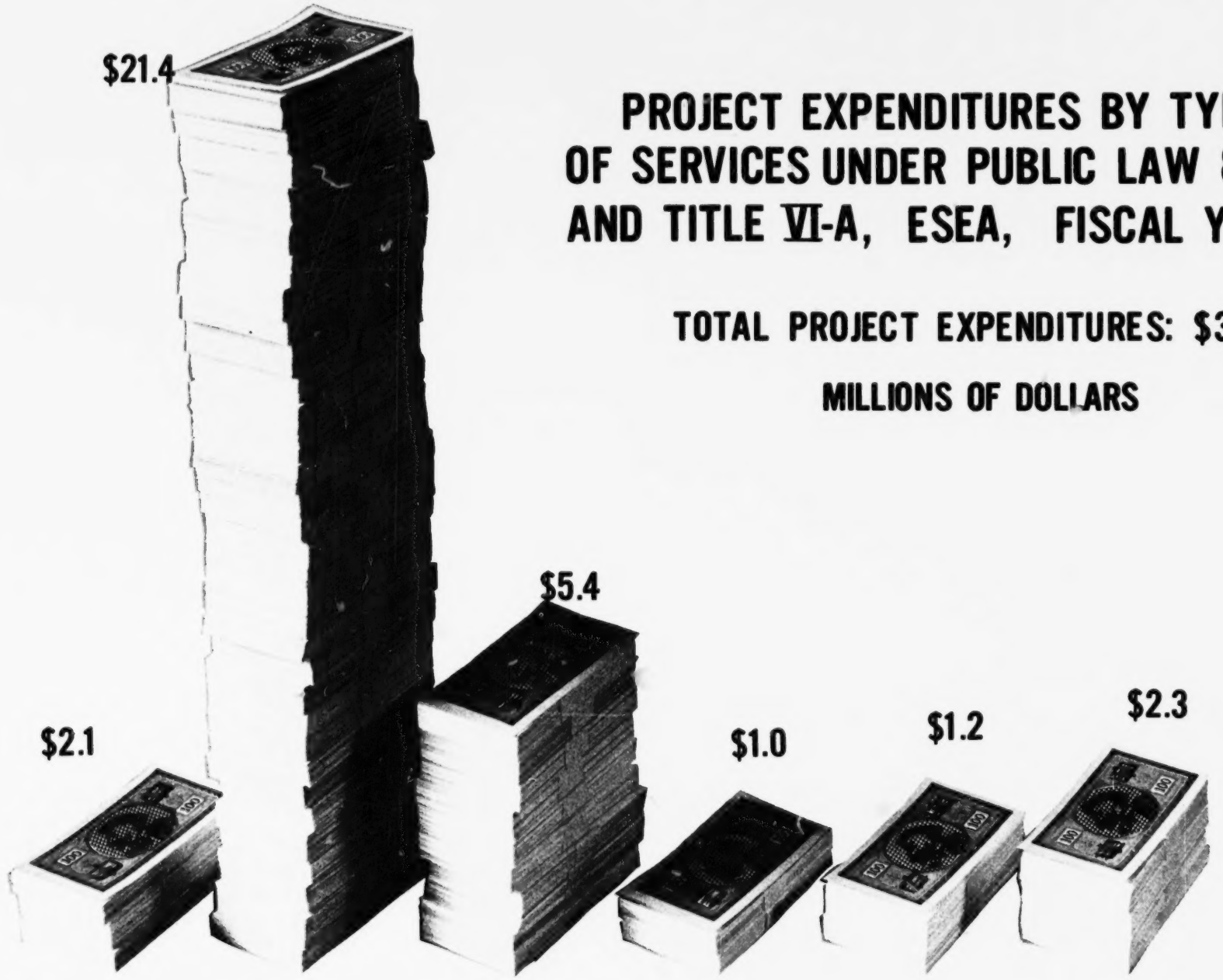
MILLIONS OF DOLLARS



PROJECT EXPENDITURES BY TYPES OF SERVICES UNDER PUBLIC LAW 89-313 AND TITLE VI-A, ESEA, FISCAL YEAR 1968

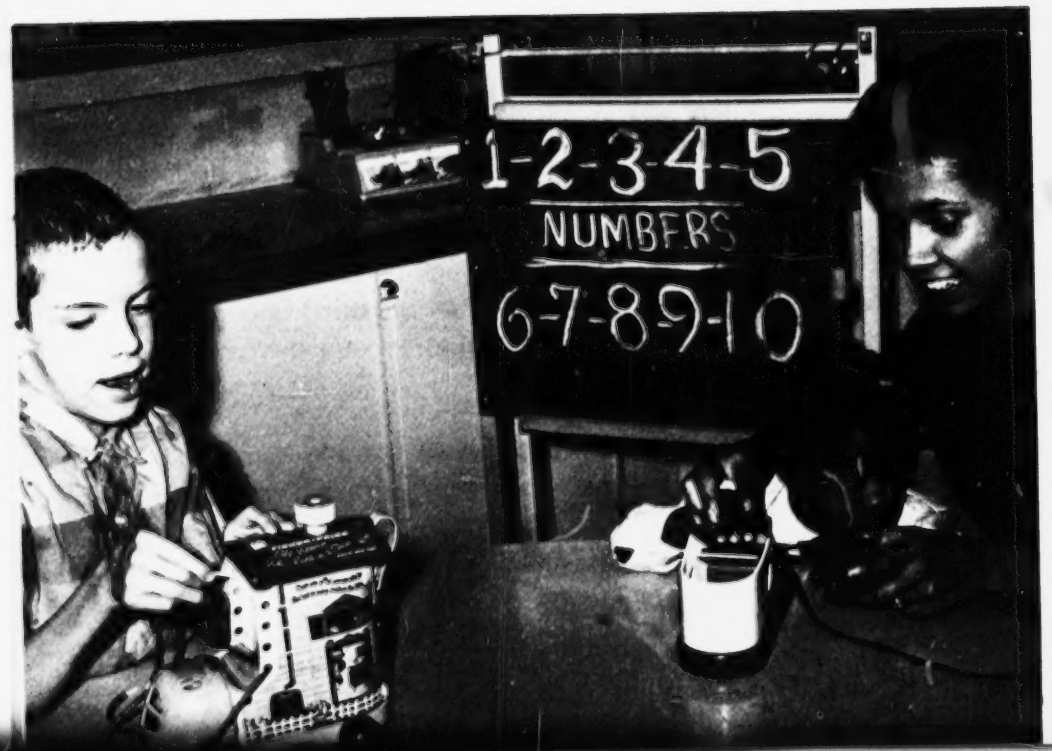
TOTAL PROJECT EXPENDITURES: $33.4

MILLIONS OF DOLLARS



* Includes *Health Services* in the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance of Plant* and *Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

Statistics do not include $760,779 expended under Title VI-A, ESEA for State Administration and leadership activities during Fiscal Year 1968



INDIVIDUAL INSTRUCTION PAYS BIG DIVIDENDS

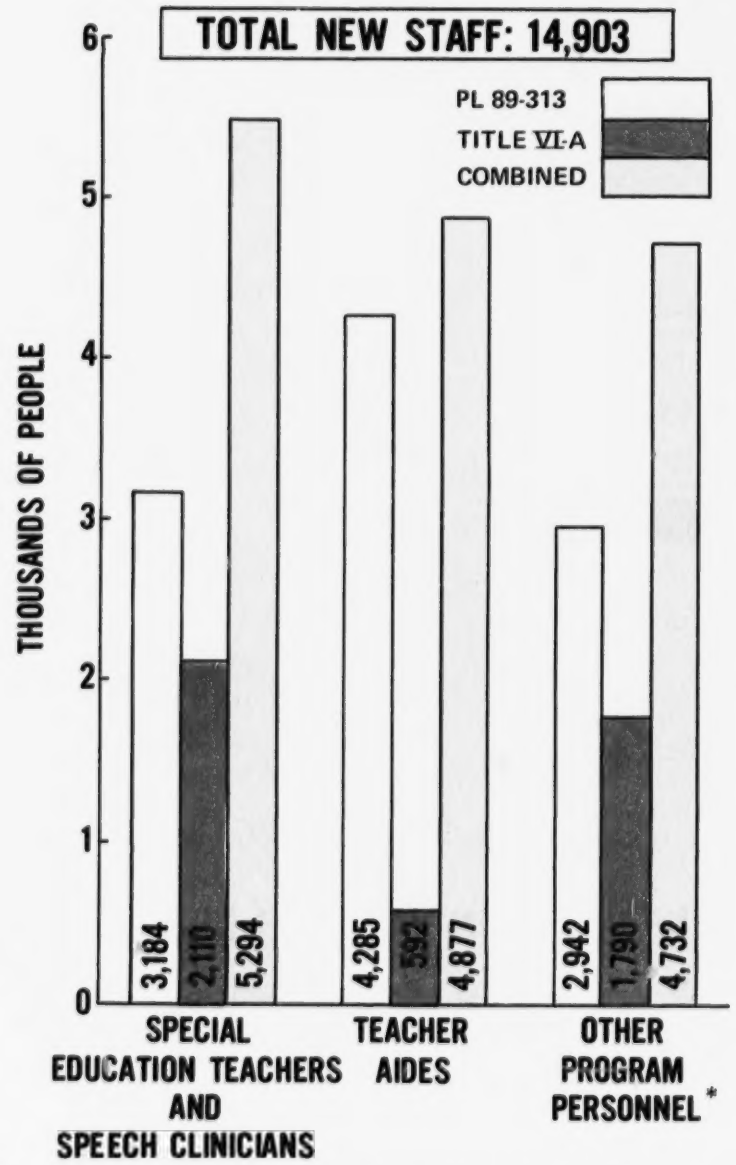
"With the increased staff provided by this grant, we have been able to include over 200 severely retarded children in daily educational activities."

Wisconsin Department of Public Instruction

"The Houseparent Workshop provided for an exceptionally well qualified person in the field of child care to further train houseparents and their supervisors."

South Carolina State Department of Mental Health

NEW STAFF EMPLOYED IN PROJECTS FUNDED UNDER PUBLIC LAW 89-313 AND TITLE VI-A, ESEA, FISCAL YEAR 1968



* Includes administrators, supervisors, counselors, consultants, librarians, media specialists, psychologists, speech therapists, paraprofessionals, clerical and other non-professional staff.

EMPLOYMENT AND TRAINING OF PERSONNEL

With Title VI-A funds State departments of education employed 185 full time personnel to administer State programs and to strengthen State leadership in the education of handicapped children.

During fiscal year 1968, almost 25,000 staff members in special education programs received inservice training through PL 89-313 and Title VI-A funds. This training was directed toward an increased understanding of the educational needs of handicapped children, and the new methods and materials found in meeting these needs.

More than 24% of the teachers receiving inservice training earned sufficient additional credits to become certified as special education teachers within their States.

To help alleviate the extreme shortage of special education personnel, many PL 89-313 and Title VI-A projects included provisions for the employment and inservice training of teacher aides and other paraprofessionals. These staff members provided extra assistance and attention to thousands of handicapped pupils in accordance with their individual needs as diagnosed by classroom teachers and other specialized personnel.

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PROGRAM ACHIEVEMENTS

"The federally supported programs created an opportunity for the direct and indirect involvement of over 2,000 handicapped children in summer activities consisting of identification, diagnosis, evaluation, and supplemental instructional programs, including outdoor education activities."

New Jersey State Department of Education

"Many children have returned to the mainstream of education because of their meaningful experiences in the reading laboratory."

Winnebago State Hospital, Wisconsin

"These summer sessions have alleviated educational regression which so often occurs with handicapped pupils during a prolonged interruption of training."

New York State Department of Mental Hygiene

"No longer are the bedridden and wheel chair retardates deprived of varied activities because of their physical condition. This grant has made it possible for these students to enjoy day camp, recreation and special classes which are taught on a homebound basis."

Pineland Training School and Hospital, South Carolina

"By the completion of the project the children had gained in tasks requiring visual perceptual skills, and in auditory and kinesthetic skills, thereby minimizing the handicapping aspects of their visual deficits."

Rhode Island State Department of Education

"Pre-school children (early childhood classes) were involved in socialization and speech development exercises. The project made it possible to reach the children during those early formative years when they would be more receptive to instruction."

Colin Anderson Center, West Virginia

"This project was largely responsible for a general reversal of attitude concerning the value of educational programming for institutionalized children, from the previous medical priority - to the team approach."

Pennsylvania State Department of Welfare

"The pre-school clinic decreased the actual time needed for adjustment during the first weeks of school. Students entering school for the first time in September were not as withdrawn, shy, and tearful as is normally the case."

Governor Morehead School,
North Carolina

"Another highly productive aspect of the program was the employment of teacher aides in the classrooms of the schools for the mentally retarded. With this added personnel, the regular teachers were enabled to devote more individual attention to each child, thereby increasing their effectiveness in meeting his or her particular needs."

Vermont State Department
of Education

"A professional team of administrators and teachers were involved in an inservice training program to assist the regular classroom teachers in the identification of educable mentally handicapped and educationally handicapped students."

Colorado Division of Special
Education Services

"If we had to compute a return on our investment in terms of dollars and cents, we estimate the return has been at least ten to one for every dollar invested."

Illinois State Department of Public Instruction

"Parental counselling and contact proved to be an outstanding feature of our program. We were able to work with the parents to show them how to help their children in their everyday problems."

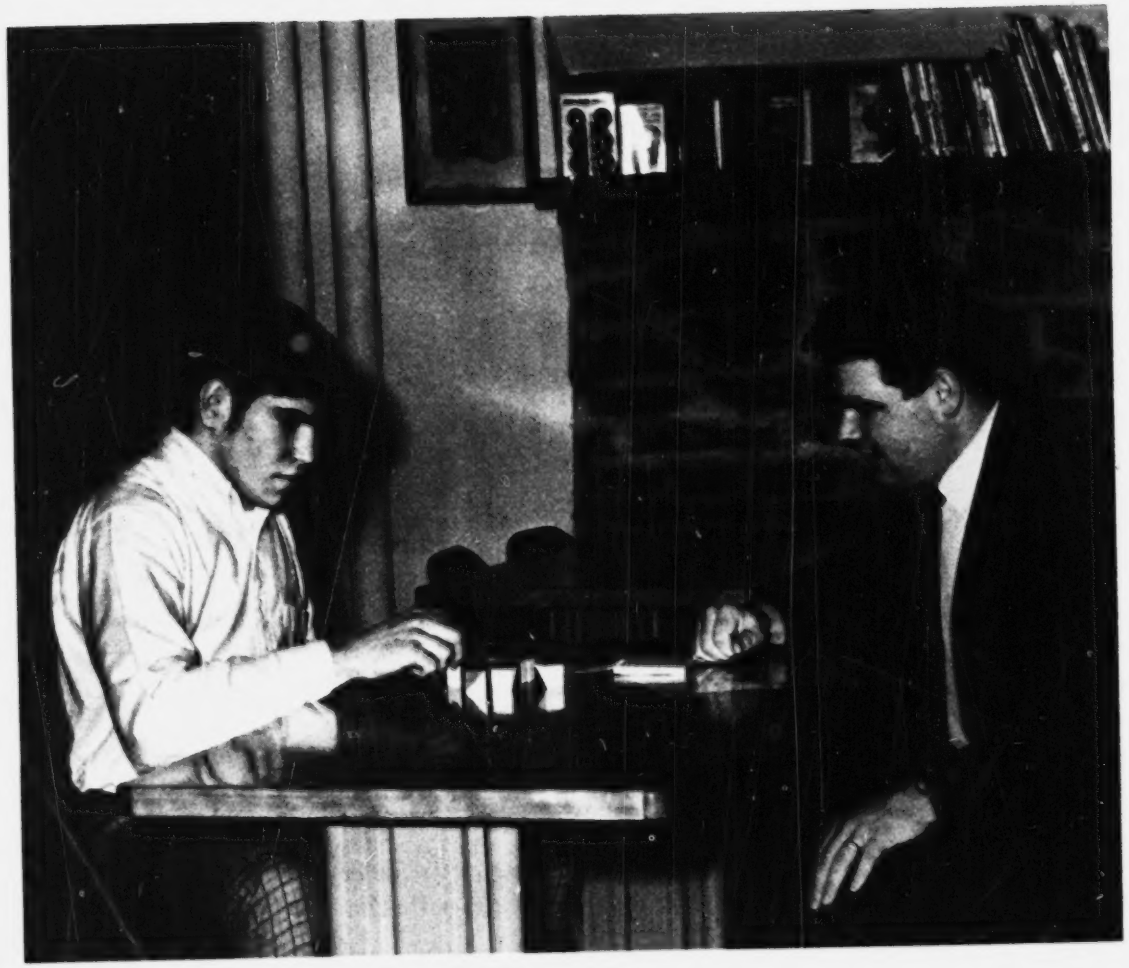
Crotched Mountain School for the Deaf, New Hampshire

"Outstanding changes in the children involved have come from the social rehabilitation emphasis. Through the use of behavior modification techniques, very noticeable improved behavior is evident."

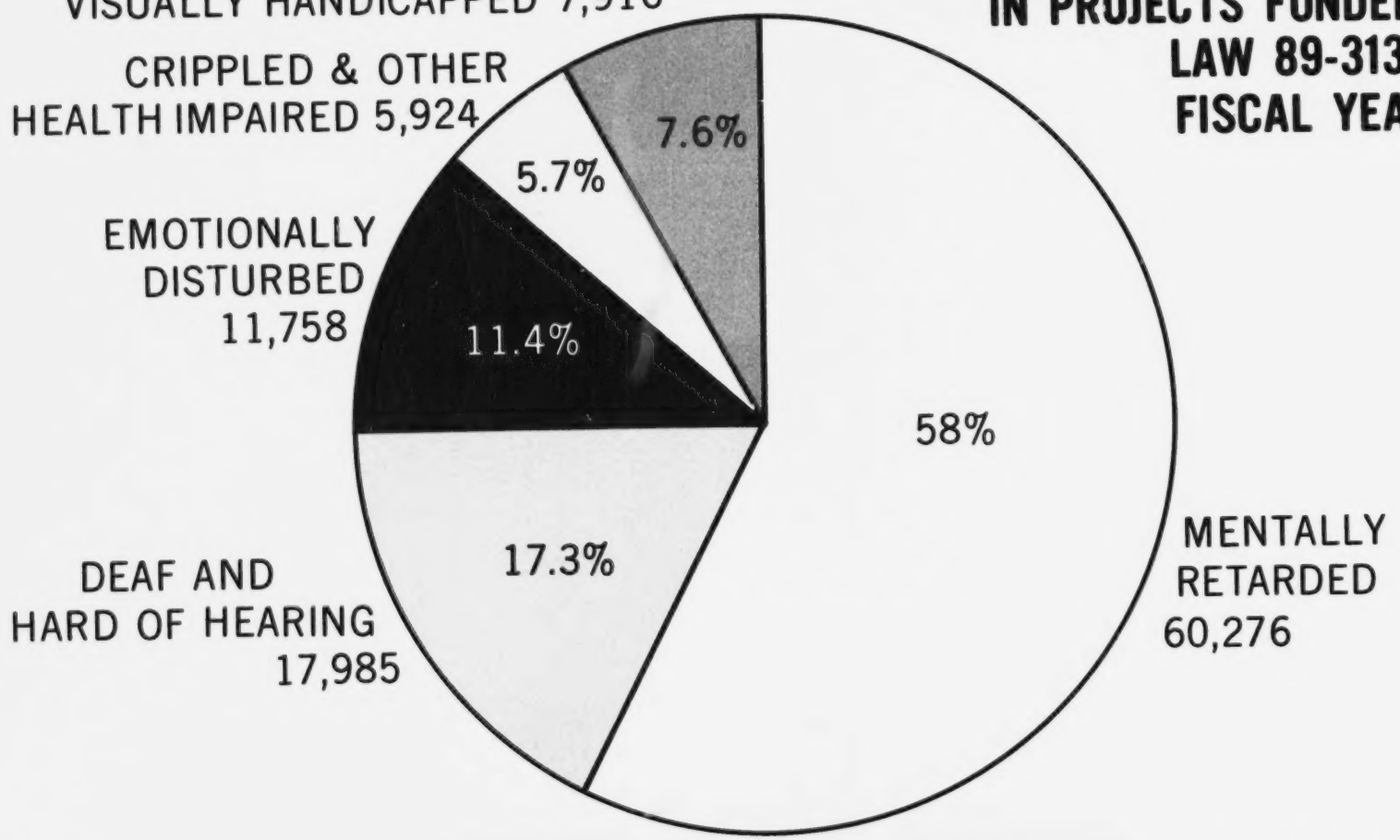
New Mexico State Hospital

"Comprehensive diagnostic services provided individual mental ability and personality evaluation for a total of 418 students from smaller school districts in the large rural areas of eastern Montana."

Montana State Department of Public Instruction



HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS FUNDED UNDER PUBLIC LAW 89-313, ESEA FISCAL YEAR 1968



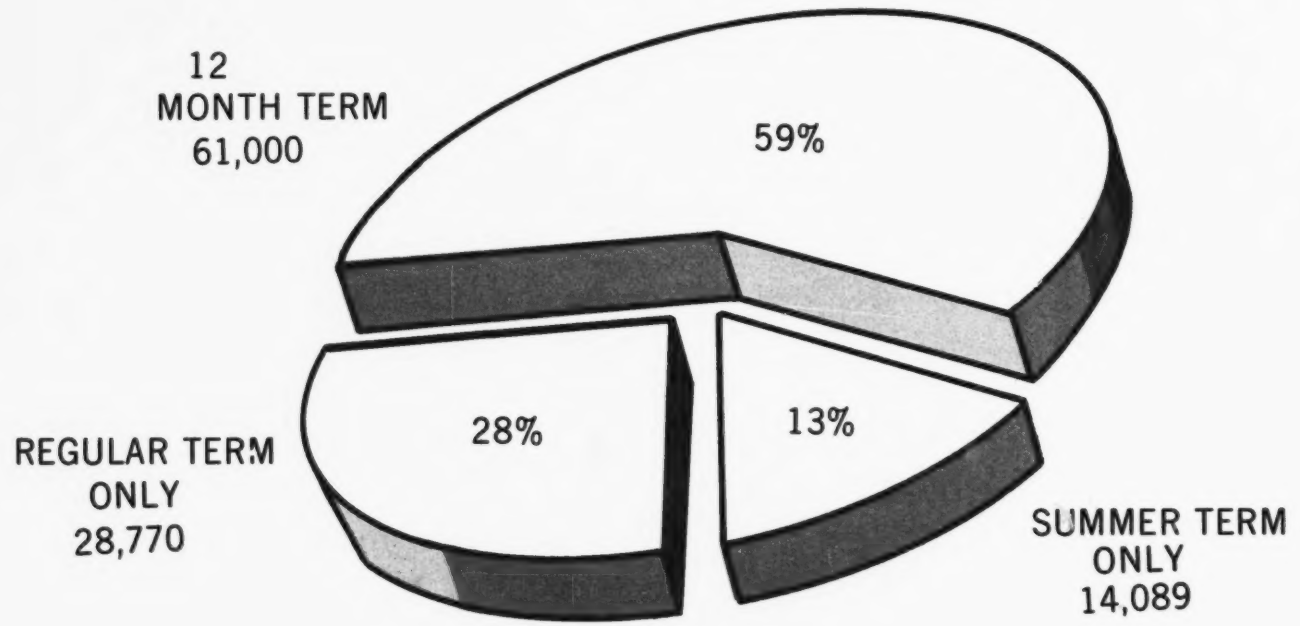
TOTAL CHILDREN SERVED 103,859

PUBLIC LAW 89-313 IN REVIEW

■ 72% (103,859) of the approximately 143,000 handicapped children eligible to benefit under Public Law 89-313 during Fiscal Year 1968, received such services.

Of the 103,859 handicapped children participating in Public Law 89-313 projects, 12,400 or 12% of the children included were in non-public or private schools.

HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS BY SCHOOL TERM PUBLIC LAW 89-313, ESEA, FISCAL YEAR 1968



TOTAL CHILDREN SERVED : 103,859

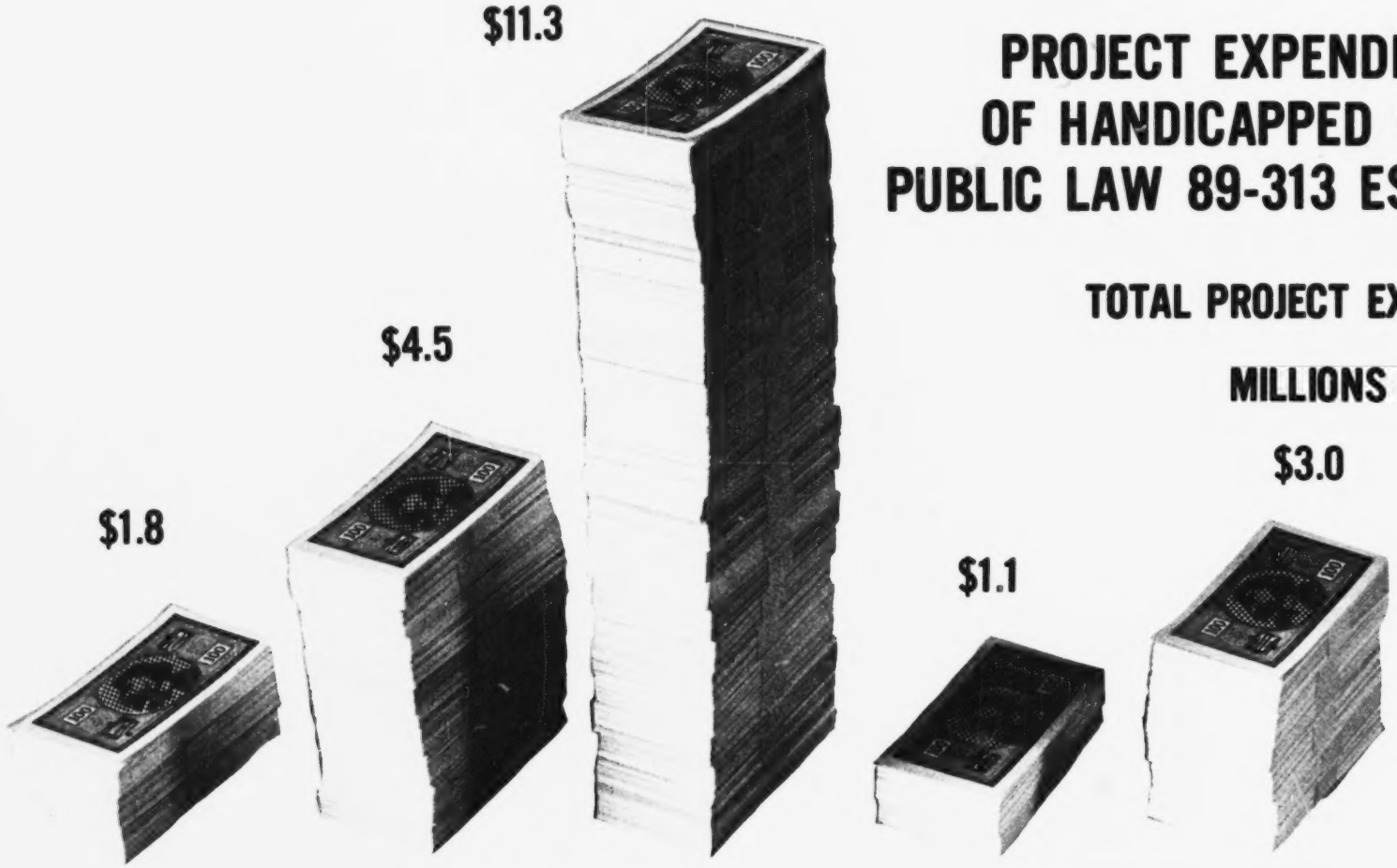
6% of the handicapped children receiving services through PL 89-313 funds were preschool participants in projects designed for early identification of learning and psychological problems and for the appropriate future educational placement of these children.

■ 61,000 handicapped children were served in programs which extended over 12 months of the year. 14,000 participated only in summer projects.

PROJECT EXPENDITURES BY TYPES OF HANDICAPPED CHILDREN SERVED PUBLIC LAW 89-313 ESEA, FISCAL YEAR 1968

TOTAL PROJECT EXPENDITURES : $21.7

MILLIONS OF DOLLARS



"With PL 89-313 funds, we were able to purchase a good selection of needed large print and braille books. After the new books were cataloged and placed in our library, the pupils became enthusiastic about reading. The expanded reading list encouraged more reading and resulted in a very favorable attitude toward reading. Our library was a real success."

North Dakota School for the Blind

"Closed circuit television was used to extend language arts instruction to mentally retarded students. It was beamed to cottages that housed mental retardates unable to attend the regular school."

Columbus State Hospital, Ohio

"The evaluation of the summer enrichment program describes the effectiveness of using seminar methods of instruction with deaf adolescents. It also points up to the value of television instruction with the deaf."

Texas School for the Deaf

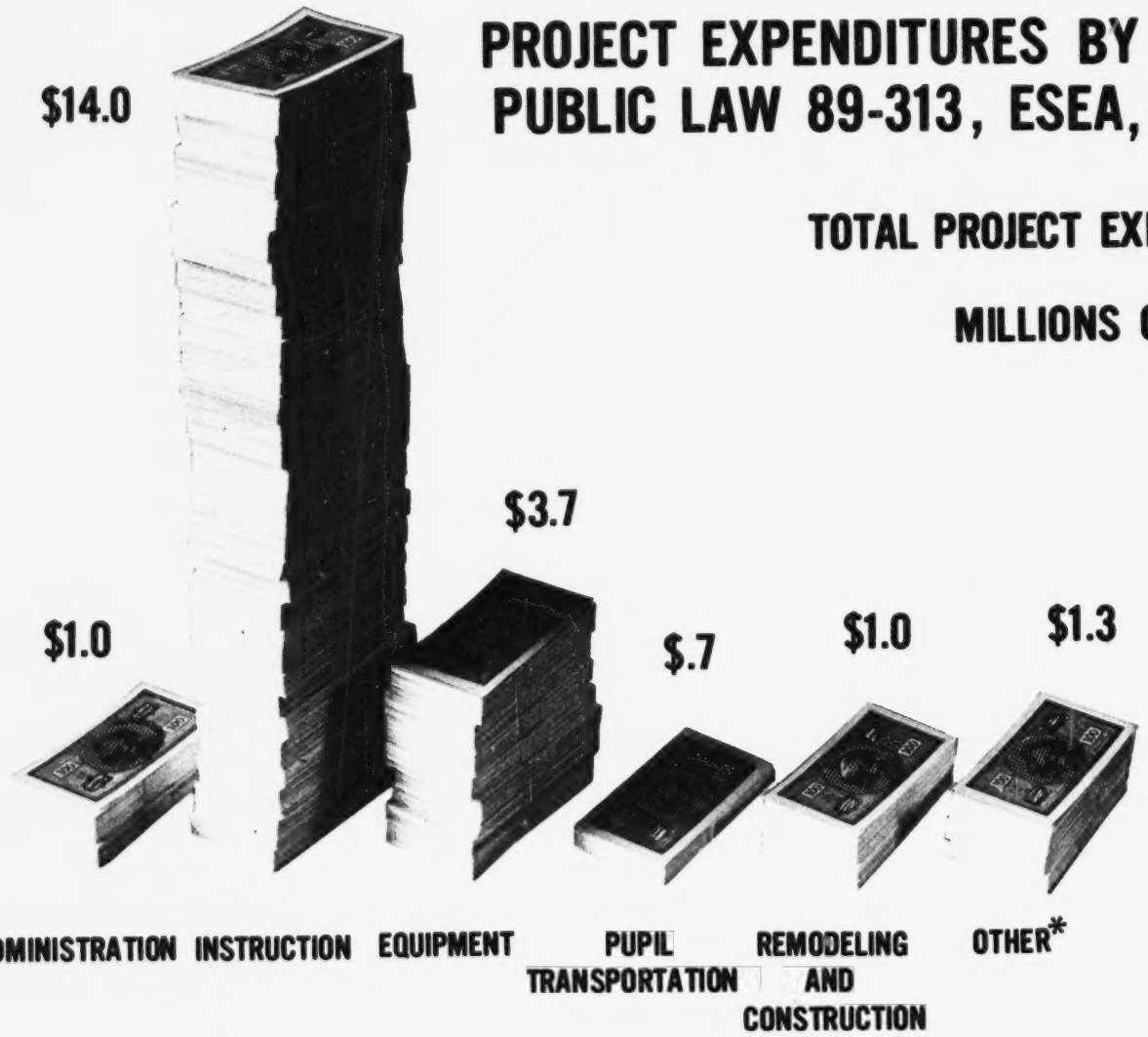
"The excellent equipment which we purchased for this project stands to benefit the school for many years to come. As a result of materials purchased, the reading, physical education, music, and art departments have grown both quantitatively and qualitatively. The program has been rated successful as evidenced by the improvement in attitudes, improvement in work habits, increased freedom of expression, new interest in reading, new alertness of life, increased vocabularies, improved physical states and improved social skills."

Petersburg Training School, Virginia

PROJECT EXPENDITURES BY TYPE OF SERVICES PUBLIC LAW 89-313, ESEA, FISCAL YEAR 1968

TOTAL PROJECT EXPENDITURES : $21.7

MILLIONS OF DOLLARS



* Includes *Health Services* In the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance of Plant and Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

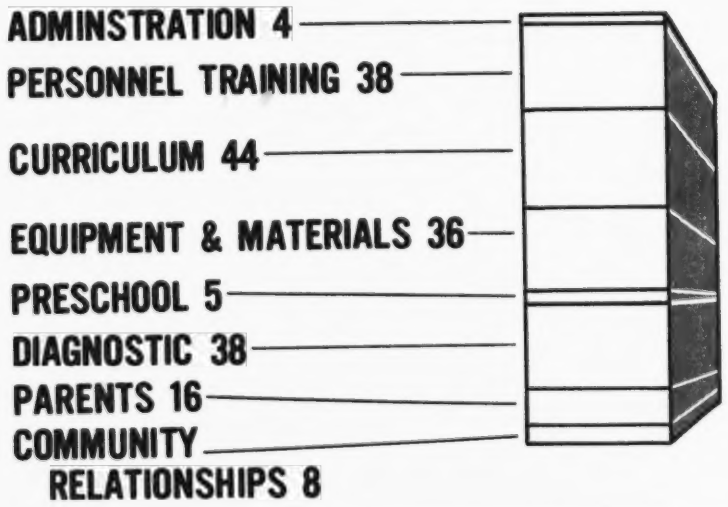
"Our experimental Education Unit services included comprehensive evaluation, inservice training of the child's home teacher, selection of instructional materials and methods suitable to each child, and a program of behavior modification designed to assist in the rapid re-entry of the child back into his home school."

Experimental Education Unit,
University of Washington

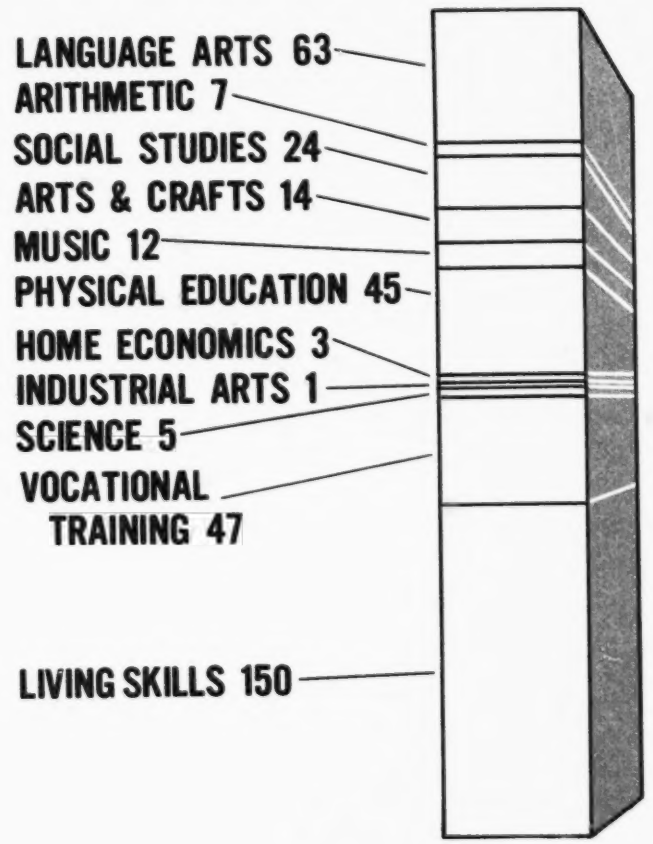
"Personnel in medicine, nursing, social service, education, and psychology, each with a responsibility for pupil programming, has worked cooperatively with staff employed by PL 89-313, Foster Grandparent, HIST, and HIP programs. These coordinated efforts have resulted in a more unified, interdisciplinary approach to providing for the educational and training needs of pupils."

Fairview Hospital and Training School, Oregon

TYPES OF OBJECTIVES INCLUDED IN 132 PROJECTS FUNDED UNDER PUBLIC LAW 89-313, ESEA* FISCAL YEAR 1968



OBJECTIVES IN PROGRAM ORGANIZATION (TOTAL 189)



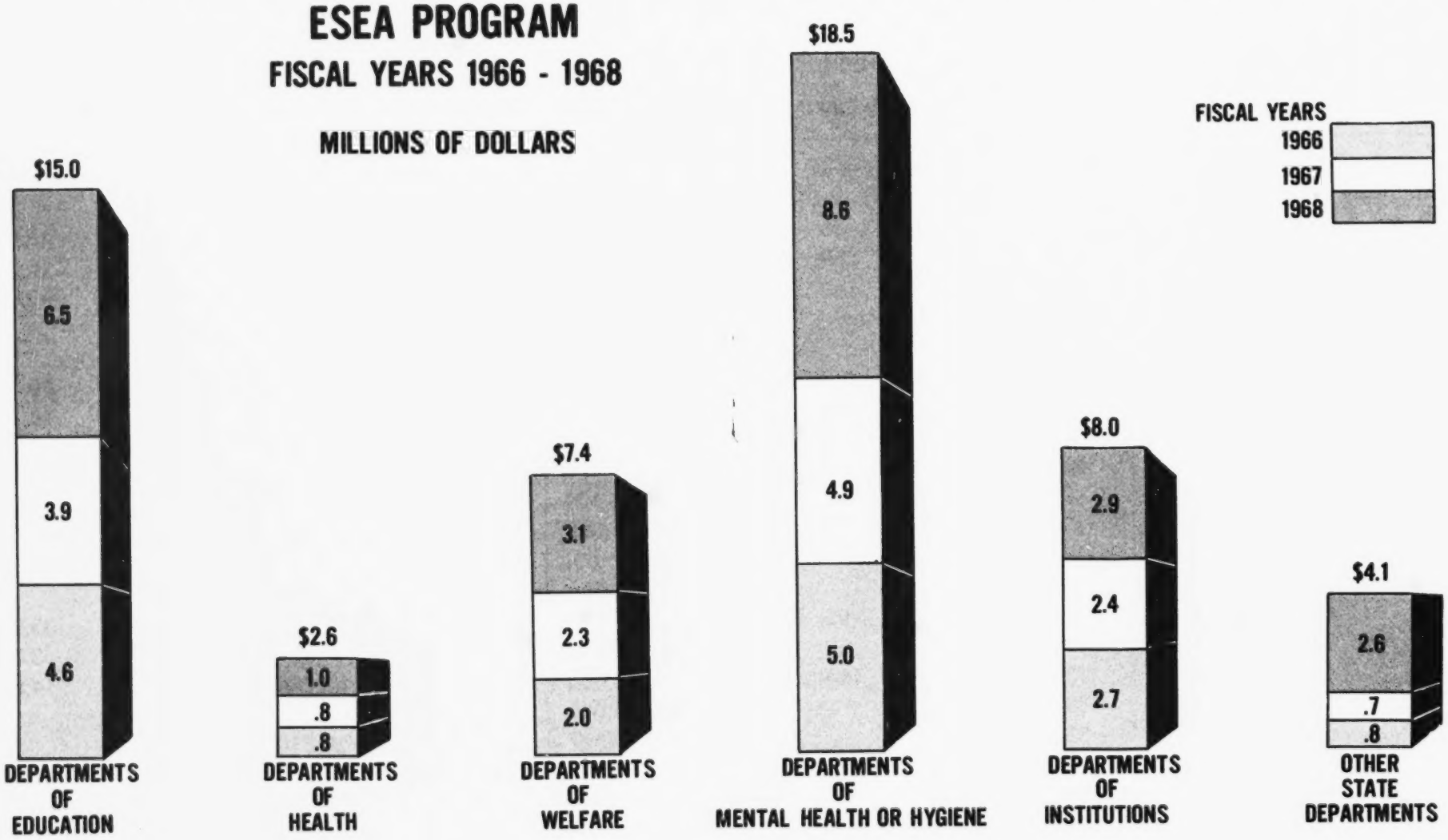
OBJECTIVES IN INSTRUCTIONAL AREAS (TOTAL 371)

* The above represents a sampling of the total of 632 projects funded under PL 89-313 for fiscal year 1968. Each of the projects reviewed in this study included an average of four objectives.

ALLOCATIONS TO STATE AGENCIES PARTICIPATING UNDER THE PUBLIC LAW 89-313 ESEA PROGRAM

FISCAL YEARS 1966 - 1968

MILLIONS OF DOLLARS



"One of the greatest accomplishments made through the use of P.L. 89-313 funds was the provision of greater individual attention to each child attending class. Without the additional staff provided this would have been impossible."

Los Lunas Hospital and Training School, New Mexico

"The project made it possible for the school to admit children with minimal brain dysfunction who are known to have a short attention span and seldom able to attend regular schools.

The Easter Seal Rehabilitation Center of Greater Manchester, Inc., New Hampshire

STATISTICAL REPORT, PUBLIC LAW 89-313, AMENDMENT TO TITLE I, ESEA
FISCAL YEAR 1968 [1]

STATES	Number of Children Participating in P.L. 89-313 Projects						P.L. 89-313 Project Expenditures [3]					
	Total	VH	D	MR	CSH	ED	Total	VH	D	MR	CSH	ED
TOTAL U.S.	103,859	7,916	17,985	60,276	5,924	11,758	$21,271,933	$1,717,744	$4,348,133	$11,118,338	$1,090,590	$2,997,128
Alabama	1,117	238	479	400	--	--	$ 241,552	$ 53,999	$ 120,995	$ 66,558	--	--
Alaska	--	--	--	--	--	--	--	--	--	--	--	--
Arizona	922	122	235	428	69	68	212,250	38,772	44,406	94,944	16,632	17,496
Arkansas	1,786	181	364	810	299	132	334,626	42,642	74,007	181,909	15,641	20,427
California	2,817	142	1,008	1,188	109	370	762,382	40,118	253,296	271,710	13,893	183,365
Colorado	3,231	409	215	2,041	--	566	584,289	21,618	43,238	486,128	--	33,305
Connecticut	3,039	156	669	1,953	179	82	620,317	36,450	130,029	412,747	20,917	20,174
Delaware	744	51	62	400	144	87	221,417	10,709	18,895	83,741	49,113	58,959
Dist. of Col.	737	40	234	326	93	44	213,691	11,624	36,286	117,216	37,799	10,766
Florida	3,420	230	467	2,564	--	159	626,273	55,150	111,275	419,289	--	40,559
Georgia	962	190	93	648	--	31	212,404	16,134	109,453	78,902	--	7,915
Hawaii	513	12	104	213	164	20	143,068	3,917	34,015	61,052	32,065	12,019
Idaho	351	29	132	190	--	--	69,348	6,876	31,321	31,151	--	--
Illinois	6,318	143	473	4,619	96	987	385,973	55,506	94,252	157,598	33,951	44,366
Indiana	3,162	167	110	2,435	52	398	582,099	7,710	137,986	371,446	3,855	61,102
Iowa	1,813	207	337	991	144	134	323,005	36,258	82,985	175,340	14,889	13,533
Kansas	1,294	145	391	427	--	331	302,511	40,474	96,638	94,656	--	70,743
Kentucky	919	154	332	390	--	43	170,597	36,227	68,810	62,260	--	3,300
Louisiana	1,963	30	403	1,325	205	--	456,285	21,941	90,735	299,514	44,095	--
Maine	336	25	158	79	72	2	119,301	9,517	35,780	60,801	12,879	324
Maryland	1,416	333	309	484	--	290	280,319	64,853	68,559	52,297	--	94,610
Massachusetts [2]	4,331	914	935	1,148	211	1,123	829,055	66,325	240,426	232,135	16,581	273,588
Michigan	4,061	279	451	2,606	272	453	1,190,926	70,000	112,020	578,852	140,750	289,304
Minnesota	1,662	97	288	955	112	210	630,148	19,583	56,530	492,576	23,795	37,664
Mississippi	--	--	--	--	--	--	--	--	--	--	--	--
Missouri	3,484	196	369	2,590	--	329	687,245	47,636	88,603	467,716	--	83,290
Montana	602	55	97	450	--	--	113,521	9,726	19,454		--	--
Nebraska	878	73	156	430	153	66	156,183	17,760	37,296	84,341	7,415	12,580
Nevada	71	--	--	71	--	--	16,583	--	--	16,583	--	--
New Hampshire	636	--	116	385	66	69	86,358	--	17,197	45,848	6,930	16,383

STATES	Number of Children Participating in P.L. 89-313 Projects						P.L. 89-313 Project Expenditures 3/					
	Total	VH	D	MR	CSH	ED	Total	VH	D	MR	CSH	ED
New Jersey	4,304	140	513	2,686	219	746	1,231,499	39,778	148,738	770,089	59,299	213,595
New Mexico	878	156	246	388	63	25	199,662	34,327	54,546	88,069	16,082	6,638
New York	8,396	393	1,736	3,881	439	1,947	2,501,025	142,772	428,441	1,193,768	57,695	678,349
North Carolina	2,971	399	958	1,448	--	166	637,223	70,331	186,614	309,637	--	70,641
North Dakota	507	34	73	400	--	--	65,641	7,424	23,168	35,049	--	--
Ohio	3,168	190	267	2,431	--	280	381,406	48,526	51,345	183,372	--	98,163
Oklahoma	1,336	118	296	893	--	29	219,592	29,873	70,724	115,919	--	3,076
Oregon	1,372	123	326	507	234	182	308,865	38,161	90,152	87,956	68,143	24,453
Pennsylvania	8,888	288	1,255	5,469	806	1,070	1,491,489	96,094	314,759	816,130	87,713	176,793
Rhode Island	495	15	136	290	--	54	118,496	5,364	29,963	67,075	--	16,094
South Carolina	1,366	154	344	850	18	--	290,710	36,364	81,227	168,869	4,250	--
South Dakota	1,418	56	153	1,099	110	--	106,948	10,717	30,385	39,035	26,811	--
Tennessee	1,363	214	390	573	--	186	263,566	53,402	93,964	90,287	--	25,913
Texas	4,507	235	675	3,217	200	180	788,117	45,172	135,541	456,424	60,216	90,764
Utah	1,278	84	250	786	--	158	287,119	16,601	50,927	194,752	--	24,839
Vermont	886	--	113	662	70	41	199,782	--	24,908	155,194	12,448	7,232
Virginia	2,749	253	504	1,261	650	81	221,260	44,536	53,623	89,377	23,596	10,128
Washington	2,867	274	321	1,342	675	255	765,917	73,436	107,200	338,862	183,137	63,282
West Virginia	703	135	209	268	--	91	142,254	34,615	52,966	43,097	--	11,576
Wisconsin	1,621	37	185	1,176	--	223	398,233	48,726	48,950	246,542	--	54,015
Wyoming	201	--	48	103	--	50	81,403	--	15,505	50,393	--	15,505

1/ Based on Annual Statistical Reports received from States and District of Columbia.

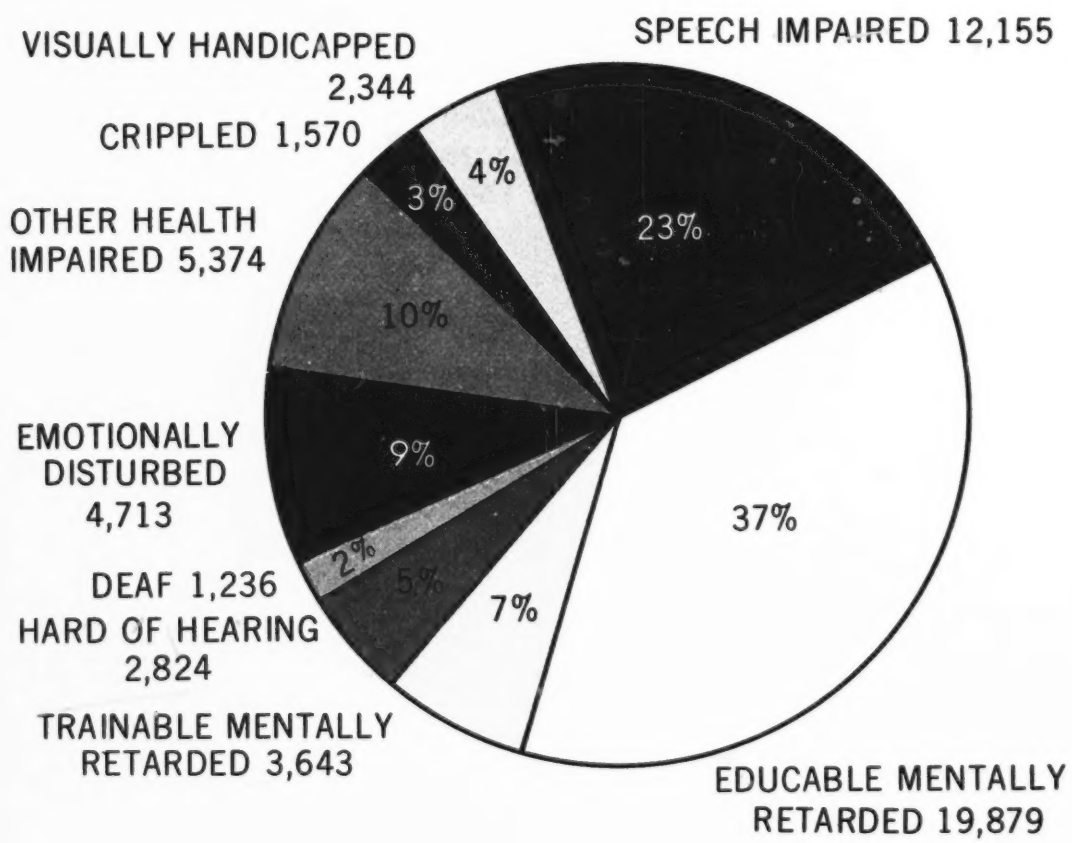
2/ Estimates.

3/ Based on data submitted by States as of December, 1968. FY 1968 Project expenditures corrected as of June 4, 1969, equalled $21,678,542.

NOTE: VH—Visually Handicapped; D—Deaf; MR—Mentally Retarded (moderately retarded or mildly retarded); CSH—Crippled and Special Health Problems (Orthopedically Handicapped and Other Health Impaired — including learning disabilities)
ED— Seriously Emotionally Disturbed.

HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS FUNDED UNDER TITLE VI-A, ESEA FISCAL YEAR 1968

TOTAL CHILDREN SERVED: 53,738

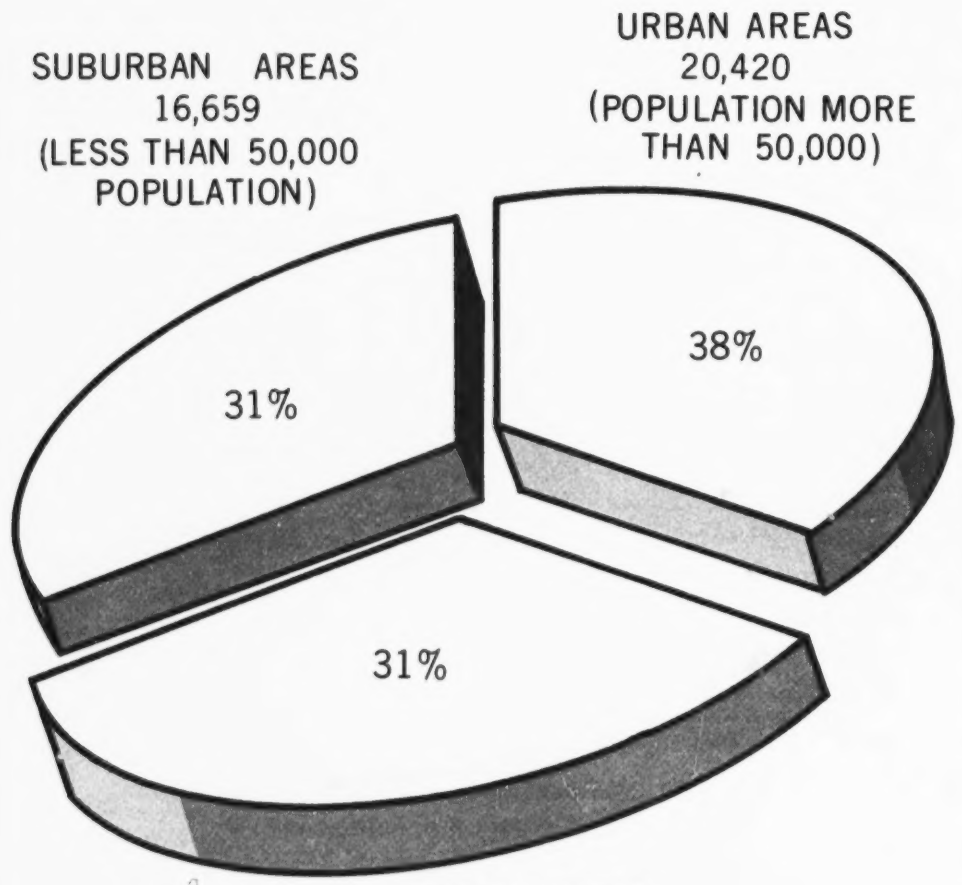


TITLE VI-A IN REVIEW

3,054 or 6% of the handicapped children participating in Title VI-A projects during Fiscal Year 1968 came from non-public or private schools. Schools represented totaled 608.

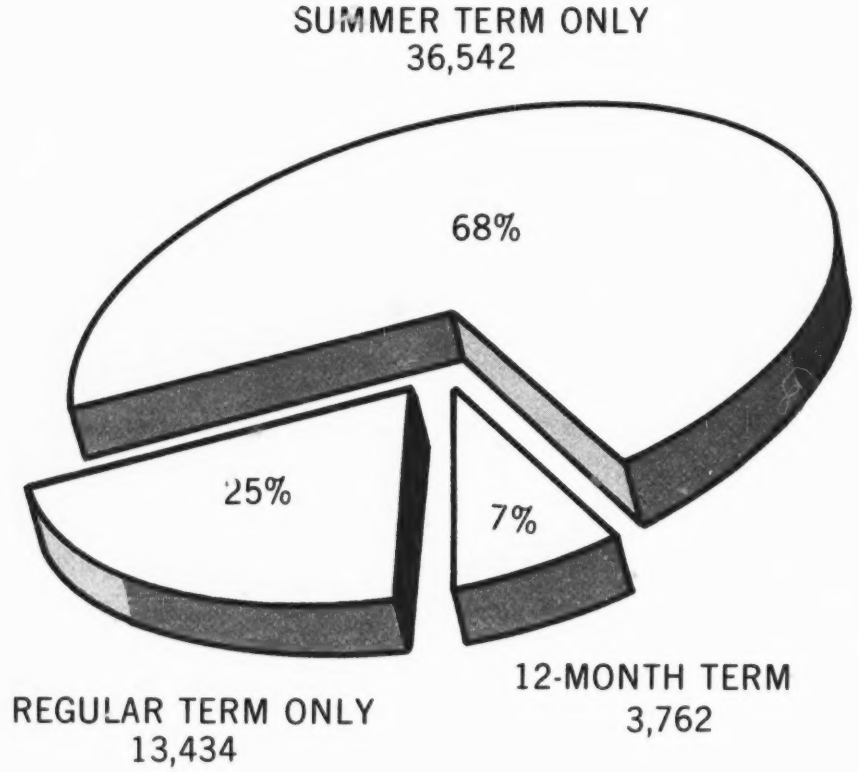
At least 71% of the children receiving services under Title VI-A resided in target areas of Title I, ESEA.

HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS BY GEOGRAPHICAL AREAS TITLE VI-A, ESEA, FISCAL YEAR 1968



TOTAL CHILDREN SERVED: 53,738

HANDICAPPED CHILDREN PARTICIPATING IN PROJECTS BY SCHOOL TERM PUBLIC LAW 89-313, ESEA, FISCAL YEAR 1968

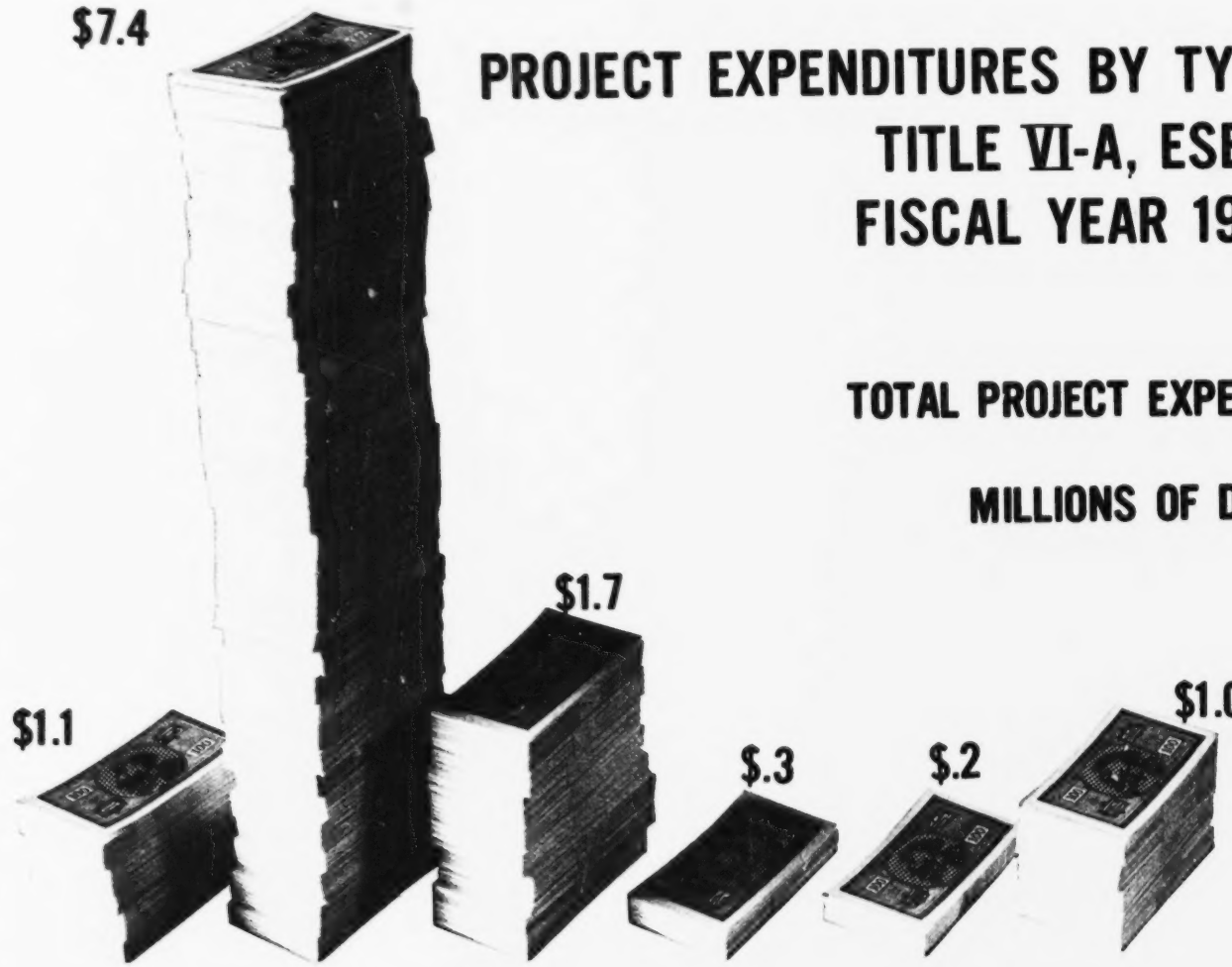


TOTAL CHILDREN SERVED: 53,738

PROJECT EXPENDITURES BY TYPES OF SERVICES TITLE VI-A, ESEA, FISCAL YEAR 1968

TOTAL PROJECT EXPENDITURES: $11.7*

MILLIONS OF DOLLARS



*Data does not include $760,779 expended under Title VI-A, ESEA for State administration and leadership activities during Fiscal Year 1968.

**Includes *Health Services* in the field of physical and mental health which are not direct instruction, *Food Services, Community Services, Student-Body Activities, Operation and Maintenance of Plant* and *Fixed Charges* as related to program operation in providing direct and other related services to the handicapped children served.

"One of the major impacts of Title VI-A funds has been the development of an 'awareness' of the handicapped, their needs, their potential and what can be done for them."

Texas Division of Special Education

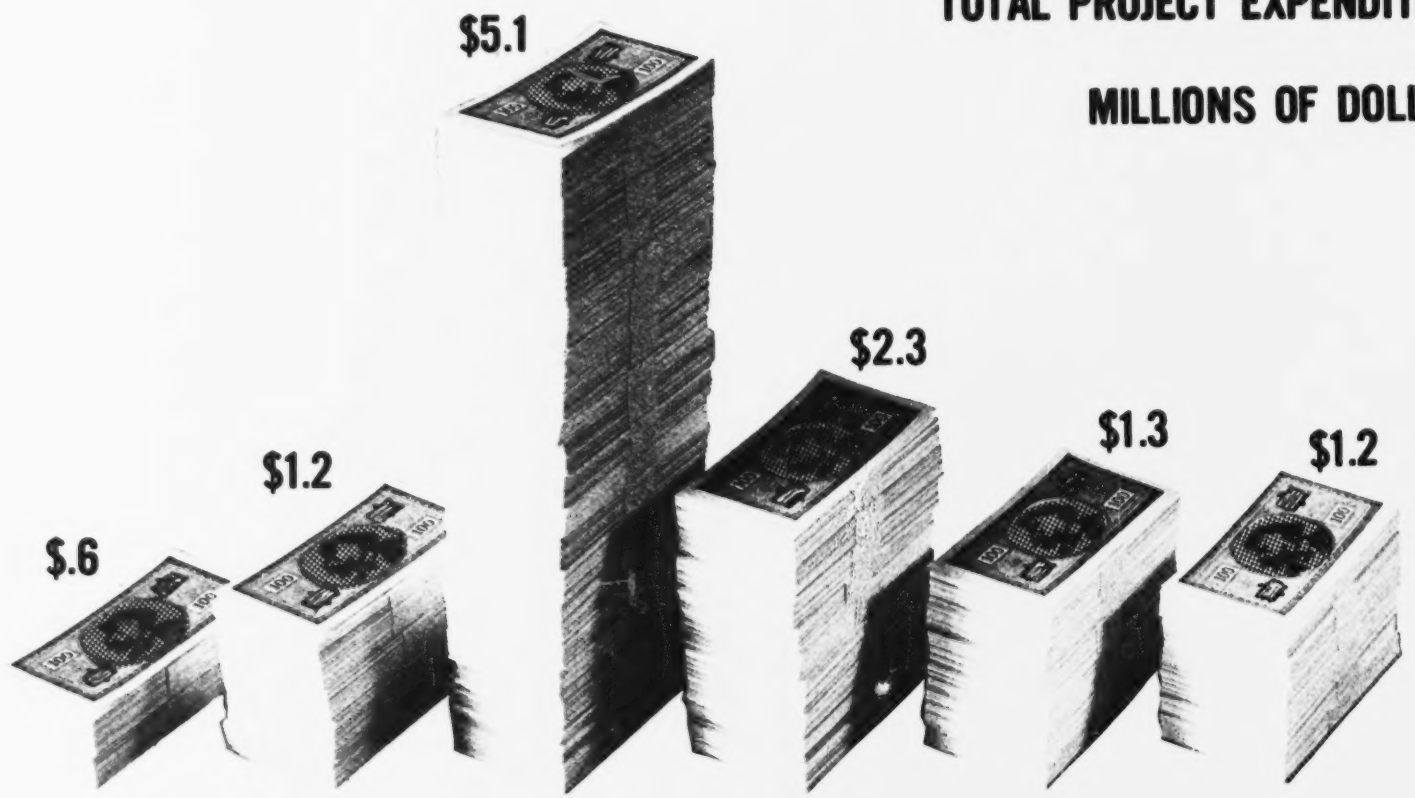
"The most significant impact of Title VI-A would be that over 9,000 school-age children in our State received some type of service that they would not have received without Title VI-A funds."

Iowa Division of Special Education

PROJECT EXPENDITURES BY TYPES OF HANDICAPPED CHILDREN SERVED, TITLE VI-A, ESEA, FISCAL YEAR 1968

TOTAL PROJECT EXPENDITURES: $11.7

MILLIONS OF DOLLARS



"Many of these teachers, trained during the summer 1968, initiated new special education programs in local schools this year. Many of these situations would not have developed without the aid of Title VI-A funds."

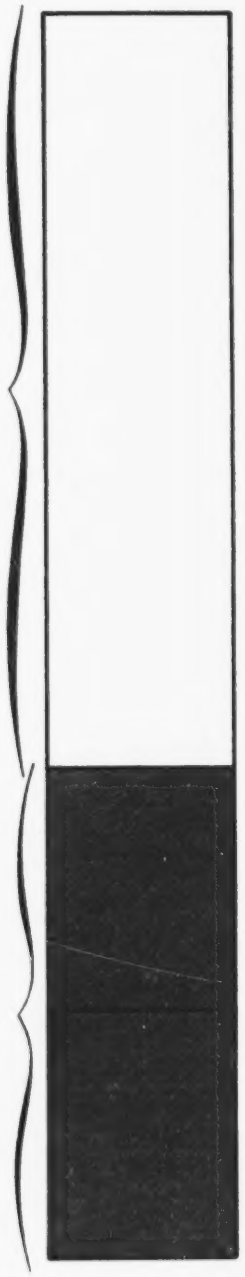
Nebraska State Department of Education

"This was the first time for summer programs to be offered to handicapped children in our State. Each of the local districts has seen the value of such a program. There are plans now for these same activities to be carried out next year with local funds."

Arkansas Division of Instructional Services

TOTAL SCHOOL DISTRICTS IN THE NATION WITH SPECIAL EDUCATION PROGRAMS PARTICIPATING IN TITLE VI-A PROJECTS

FISCAL YEAR 1968



LOCAL SCHOOL DISTRICTS WITHOUT SPECIAL EDUCATION PROGRAMS 14,098

LOCAL SCHOOL DISTRICTS WITH SPECIAL EDUCATION PROGRAMS 9,210

TOTAL LOCAL SCHOOL DISTRICTS 23,308

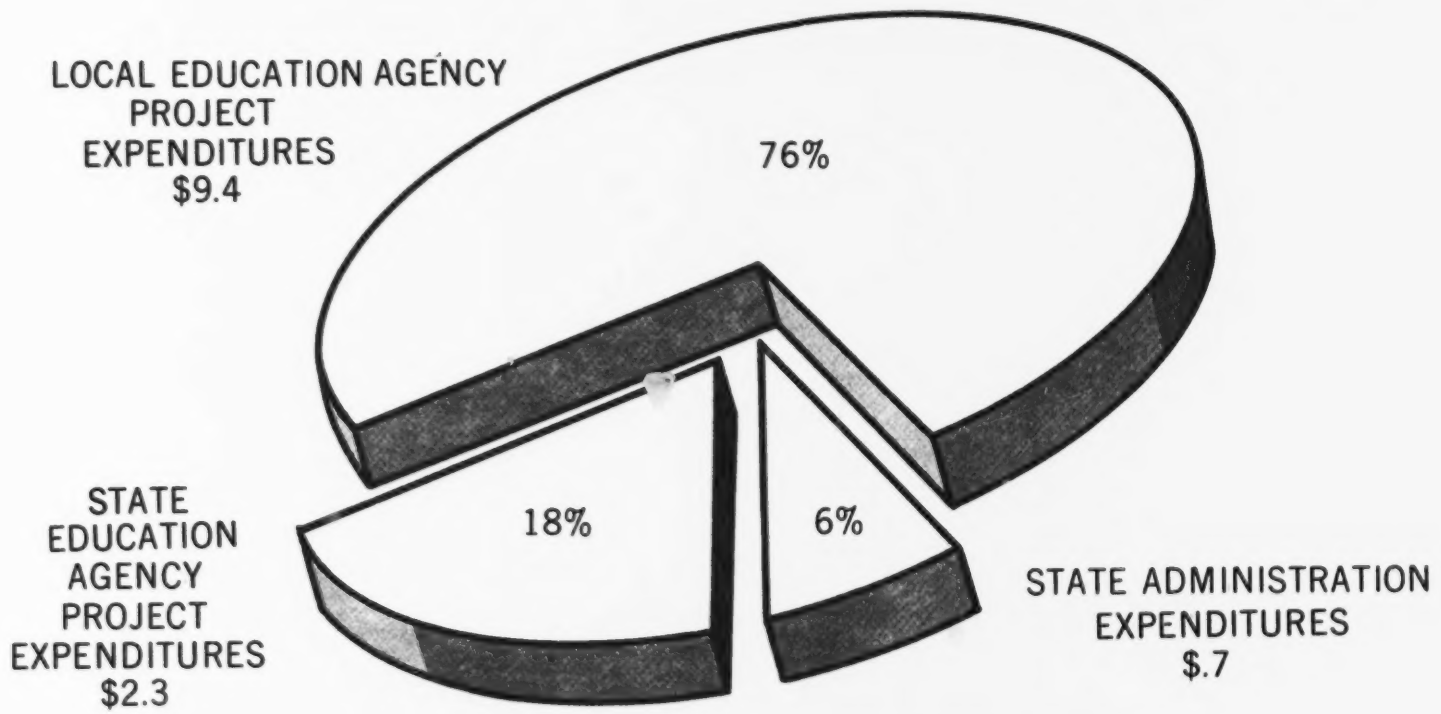
LOCAL SCHOOL DISTRICTS PARTICIPATING IN TITLE VI-A PROJECTS 4,675

(NOTE: In addition to the 4,675 local school districts, 608 Non-public schools participated in Title VI-A programs and projects.)

Only 39% of the more than 23,000 school districts in the Nation have some type of special education program.

Approximately 50% of the more than 9,000 school districts with special education programs participated in Title VI-A programs.

TOTAL EXPENDITURES FOR PROJECTS AND STATE ADMINSTRATION
TITLE VI-A, ESEA
FISCAL YEAR 1968



TOTAL EXPENDITURES: $12.4

MILLIONS OF DOLLARS

"The major impact of Title VI-A programs and projects has come through the provision to serve a large group to children who otherwise would not have received service. About 100 children with hearing loss as the result of the rubella epidemic have been located and planning for their educational experience has begun.

District of Columbia Department of Special Education

"Pre-school programs for the deaf and hearing impaired children were begun for the first time in public schools, as a result of Title VI-A funds."

North Carolina State Department of Public Instruction

STATISTICAL REPORT, TITLE VI-A, ESEA
FISCAL YEAR 1968 [1]

STATES	Number of Children Receiving Direct Services Under Title VI-A, ESEA, by Handicapping Conditions										Total Title VI-A Expenditures		
	TMR	EMR	HH	D	SI	VH	ED	C	OHI	Total	PROJECT EXPENDITURES	STATE ADM. EXPENDITURES	TOTAL EXPENDITURES
Total U.S.	**3,643**	**19,879**	**2,824**	**1,236**	**12,155**	**2,344**	**4,713**	**1,570**	**5,374**	**53,738**	**$11,663,694.09**	**$760,779.23**	**$12,424,473.32**
Alabama	186	1,316	37	20	302	5	69	16	43	1,994	$ 240,474.00	13,655.00	$ 254,129.00
Alaska	54	246	8	17	12	--	107	39	85	568	70,653.00	16,637.00	87,290.00
Arizona	15	501	--	--	188	--	115	--	30	849	85,641.11	6,458.63	92,099.74
Arkansas	--	30	--	--	--	--	--	--	20	50	131,348.00	2,591.83	133,939.83
California	458	2,200	82	48	88	107	640	100	97	3,820	983,802.00	18,980.00	1,002,782.00
Colorado	--	--	--	--	878	--	95	33	--	1,006	98,990.45	29,454.00	128,444.45
Connecticut	--	--	--	--	--	--	--	--	--	--	--	10,828.00	10,828.00
Delaware	1	195	--	--	--	1	104	--	30	331	95,286.00	4,714.00	100,000.00
Dist. of Col.	95	--	--	57	--	--	15	--	--	167	89,455.00	10,545.00	100,000.00
Florida	227	1,039	40	136	109	23	220	135	214	2,143	311,906.29	10,033.00	321,939.29
Georgia	321	3,159	--	--	1,585	514	80	50	38	5,747	280,595.00	3,944.00	284,539.00
Hawaii	--	--	--	--	--	--	--	--	--	--	15,192.00	3,908.00	19,100.00
Idaho	1	6	1	--	38	3	2	--	3	54	92,552.56	6,771.13	99,323.69
Illinois	105	367	142	183	57	23	25	70	390	1,362	572,737.05	73,472.37	646,209.42
Indiana	432	288	19	3	292	49	178	--	160	1,421	244,779.97	19,651.00	264,430.97
Iowa	116	586	199	2	298	53	28	34	28	1,344	171,342.00	17,848.00	189,190.00
Kansas	19	99	4	30	120	12	31	6	268	589	115,221.00	3,201.00	118,422.00
Kentucky	64	687	17	14	395	13	3	94	131	1,418	202,043.00	2,893.00	204,936.00
Louisiana	--	--	--	44	--	--	--	--	--	44	110,435.19	12,286.77	122,721.96
Maine	223	171	23	19	49	18	49	218	33	803	91,118.00	8,045.00	99,163.00
Maryland	60	--	--	--	--	12	--	--	142	214	141,241.00	28,929.00	170,170.00
Massachusetts	142	637	285	51	2,009	222	335	59	1,568	5,308	326,571.00	6,806.49	333,377.49
Michigan	35	365	45	29	139	51	158	81	411	1,314	518,247.00	31,619.00	549,866.00
Minnesota	--	9	44	--	--	--	19	--	33	105	224,744.00	30,313.00	255,057.00
Mississippi	82	935	11	--	663	1	--	1	79	1,772	134,240.05	10,706.00	144,946.05
Missouri	6	313	98	89	635	6	120	2	118	1,387	284,720.39	8,049.58	292,769.97

1/ Based on Annual reports submitted by 50 States and the District of Columbia as of December, 1968, representing 97% of Title VI-A funds allocated for FY 1968.

STATES	Number of Children Receiving Direct Services Under Title VI-A, ESEA, by Handicapping Conditions										Total Title VI-A Expenditure		
	TMR	EMR	HH	D	SI	VH	ED	C	OHI	Total	PROJECT EXPENDI-TURES	STATE ADM. EXPENDI-TURES	TOTAL EXPENDI-TURES
Montana	7	131	26	--	238	35	53	--	51	541	46,809.18	5,213.33	52,022.51
Nebraska	38	121	13	--	40	--	17	--	--	229	84,178.00	13,834.29	98,012.29
Nevada	--	--	--	--	--	--	--	--	--	--	70,505.47	6,523.00	77,028.47
New Hampshire	--	3	7	10	11	1	8	2	48	90	86,311.00	415.00	86,726.00
New Jersey	87	184	339	151	193	58	219	103	166	1,500	379,870.00	20,066.00	399,936.00
New Mexico	114	247	18	--	99	37	53	15	27	610	87,340.74	2,198.16	89,538.90
New York	40	1,278	226	20	--	60	1,136	--	149	2,909	1,063,547.00	12,435.00	1,075,982.00
North Carolina	299	1,735	706	4	1,692	54	69	43	35	4,637	336,496.00	5,663.00	342,159.00
North Dakota	—	86	—	—	122	—	154	—	—	362	72,598.00	18,287.29	90,885.29
Ohio	4	1,373	120	123	60	854	88	217	464	3,303	635,446.71	10,855.67	646,302.38
Oklahoma	--	--	--	--	--	--	--	--	--	--	160,588.49	4,264.00	164,852.49
Oregon	167	119	9	57	266	10	33	3	--	664	107,970.00	2,929.00	110,899.00
Pennsylvania	--	--	24	21	784	--	--	--	--	829	725,908.00	45,814.00	771,722.00
Rhode Island	--	32	18	10	1	5	31	9	8	114	74,316.76	10,558.00	84,874.76
South Carolina	--	--	18	20	--	--	40	--	--	78	146,169.00	40,749.00	186,918.00
South Dakota	--	250	15	--	171	--	14	--	15	465	41,794.30	57,690.00	99,484.30
Tennessee	--	--	--	--	--	--	--	--	--	--	158,700.00	8,315.00	167,015.00
Texas	50	288	57	--	233	52	--	49	20	749	693,467.80	37,914.00	731,381.80
Utah	63	429	121	3	238	6	295	--	370	1,525	79,430.48	5,889.59	85,320.07
Vermont	--	12	--	--	--	--	--	--	--	12	86,941.16	6,251.28	93,192.44
Virginia	--	--	--	--	--	--	--	63	--	63	285,739.00	997.48	286,736.48
Washington	78	274	24	45	60	58	66	106	48	759	172,886.31	25,063.00	197,949.31
West Virginia	--	--	--	--	--	--	--	--	8	8	129,547.45	2,317.00	131,864.45
Wisconsin	26	126	26	30	78	--	31	21	18	356	265,640.18	14,737.34	280,377.52
Wyoming	28	42	2	--	12	1	13	1	26	125	38,158.00	9,460.00	47,618.00

NOTE: TMR—Trainable Mentally Retarded; EMR—Educable Mentally Retarded; HH—Hard of Hearing; D—Deaf; SI—Speech Impaired; VH—Visually Handicapped; ED—Emotionally Disturbed; C—Crippled; OHI—Other Health Impaired (including Learning Disabled).

ELEMENTARY AND SECONDARY EDUCATION ACT

PUBLIC LAW 89-313 AMENDMENT TO TITLE I,

Section 103 (a)

(5) In the case of a State agency which is directly responsible for providing free public education for handicapped children (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education), the maximum grant which that agency shall be eligible to receive under this part for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in that State or, if greater, in the United States multiplied by the number of such children in average daily attendance, as determined by the Commissioner, at schools for handicapped children operated or supported by that State agency, in the most recent fiscal year for which satisfactory data are available. Such State agency shall use payments under this part only for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of such children.

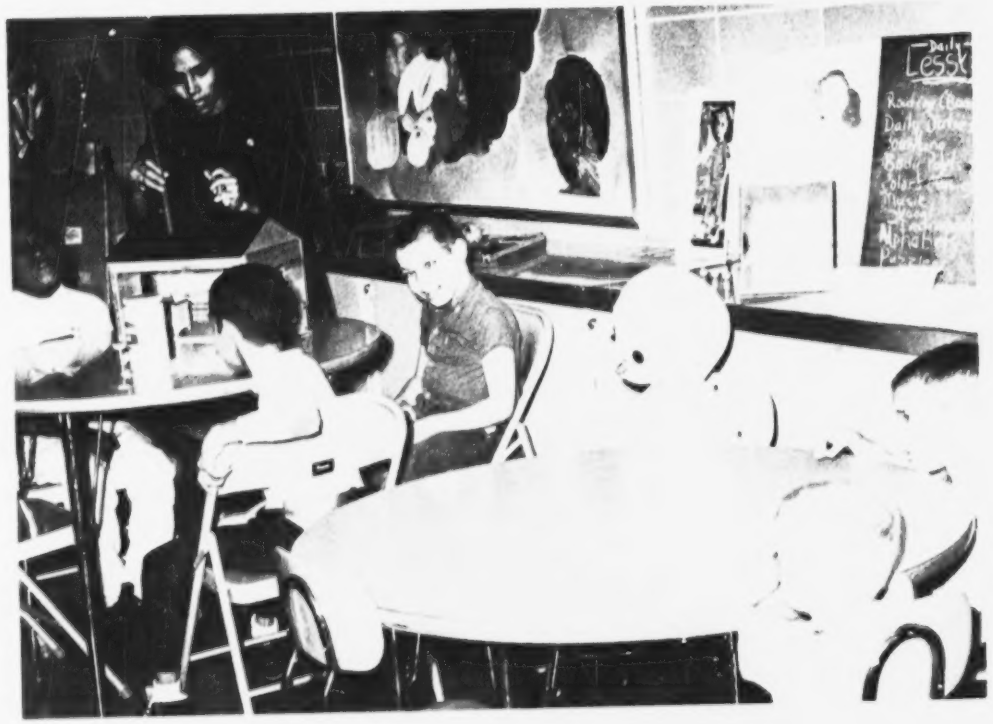
ELEMENTARY AND SECONDARY EDUCATION ACT

TITLE VI (P.L. 89-10, as amended)

Part A – Assistance to States for Education of Handicapped Children

Sec. 601. The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) for the education of handicapped children . . . at the preschool, elementary and secondary school levels . . . Sec. 603 . . . no State shall be allotted less than $100,000 per annum . . . Sec. 604 . . . funds paid to the State will be expended, either directly or through local agencies . . . and . . . up to 5 percentum of the amount allotted to the State for any fiscal year of $75,000 ($25,000 in the case of the outlying areas), whichever is greater, may be expended for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and Local level . . . . To the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this part . . . . . Funds . . . shall not be made available to any school for handicapped children eligible for assistance under section 103(a) of Title I

U. S. GOVERNMENT PRINTING OFFICE : 1969 O - 367-972



The Bureau of Education for the Handicapped extends appreciation to State Coordinators of P.L. 89-313 and Title VI-A programs in State education agencies and other supporting personnel who provided statistical and narrative data, and pictorial materials for this report. Appreciation is also extended to the parents and guardians who gave permission to have pictures of their children shown in this report.